

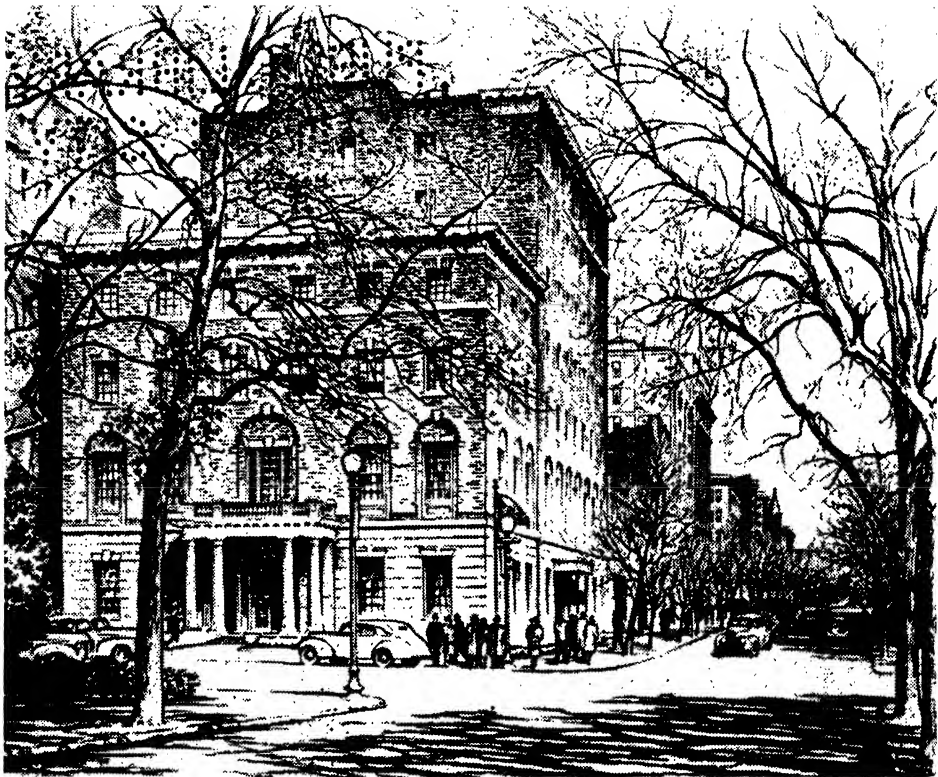
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NEA HEADQUARTERS, WASHINGTON, D. C.

To the four-story structure purchased in 1919 at 1201 Sixteenth Street Northwest a seven-story addition was built in 1930. For future expansion, the Association in 1937 purchased the garage next door. When the mortgage on the half-million dollar headquarters was burned in 1942, teachers completely owned their "professional home in the nation's capital."

DRAWN BY HELEN GATCH DURSTON FOR THE WASHINGTON STAR

N E A H A N D B O O K



FIRST EDITION

**NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES**

WASHINGTON 6, D. C.

JUNE 1945

FOREWORD

THIS *Handbook* is a tool for NEA leaders. Take time to become familiar with its contents. Then keep it at hand for reference. It will help you to do your part in building an effective, unified education association with every teacher at work on the problems of our profession.

Twenty thousand copies of this book are being printed. They are being mailed to the following:

NEA Life Members; institutional members; individual \$5 members

Secretaries and presidents of affiliated state and local associations

Officers and directors of the NEA; members of the Representative Assembly; officers of NEA departments; members of NEA committees, commissions, and councils

State superintendents and commissioners of education; presidents of state teachers colleges; deans of schools of education; FTA sponsors

Leaders of state groups of classroom teachers, elementary principals, secondary principals, supervisors

Additional copies of this book may be ordered from the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C., at \$1 a single copy postpaid. Quantity discounts are 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more copies, 33⅓ percent.

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HISTORY and PURPOSE

IN RESPONSE to a "call" signed by presidents of ten state teachers associations, 43 educators gathered in Philadelphia on August 26, 1857, and founded the National Teachers' Association "to elevate the character and advance the interests of the teaching profession and to promote the cause of education thruout the country."

In 1870 the National Association of School Superintendents and the American Normal School Association united with the NTA to form the National Educational Association. The superintendent and normal-school groups became departments. In the years since, the Association has added other departments until it now has 28.

In 1884 a large and forward-looking convention was held in Madison, Wisconsin. After this meeting, membership, until then very small, increased considerably. The NEA secured incorporation under laws of the District of Columbia in 1886. In 1906 it was chartered by Congress as the National Educational Association of the United States.

In 1892, with the appointment of its famous Committee of Ten, the NEA entered the field of investigation and research. In 1903 began the Association's active program of teacher welfare.

Headquarters were brought to Washington, D. C., in 1917. Three years later the NEA purchased its own building at 1201 Sixteenth Street Northwest, which it enlarged a decade later. The program of service materially expanded in the

1920's—development of a professional headquarters staff; beginning of *The Journal* in January 1921, of the research division in 1922; an increasing program of publication and educational interpretation. Membership in the Association increased twentyfold in the next two decades.

When membership became so large that it was no longer possible to have members vote directly on association business, a Representative Assembly, composed of delegates from local and state education associations, was created in 1920, uniting local, state, and national into an organic whole. In 1944 the Association embarked upon a Five-Year Program of Unification, Expansion, and Development which is explained elsewhere in this *Handbook*.

For nearly ninety years the NEA has been the heart and center of the professional movement among American teachers. Tens of thousands of our finest men and women have given freely time and talent and money that our Association might grow and serve America better.

For a brief history of the Association, see Personal Growth Leaflet 51, *The Story of the National Education Association*, (one cent each from the NEA, no order accepted for less than 25¢). For a longer treatment, see *NEA History*, available from the NEA for 50¢. For a complete survey of Association history, consult the 12-foot shelf of *NEA Proceedings* in any library.

NEA OFFICERS 1945-46

The charter granted by Congress, the bylaws, and rules which govern the Association, the Assembly, and the various boards and committees will be found in the annual volume of *Proceedings*.

Anticipating the possibility that war conditions might prevent its regular meeting, the Representative Assembly at Denver adopted the following amendment to the bylaws: ". . . during a war emergency disrupting the usual means of transportation, the Board of Directors may postpone the annual meeting until such time as transportation is available. In the event of such postponement of the annual meeting of the corporation, all officers, boards, councils, commissions, and committees authorized by the bylaws shall remain in office until the close of the next annual meeting of the corporation."

Since the 1945 meeting has been cancelled, the terms of all Association officers and committee members have been advanced one year and are so indicated thruout this *Handbook*.

F. L. SCHLAGLE, president, *supt of schools, Kansas City 16, Kans.*

WILLARD E. GIVENS, exec. secy, *1201 Sixteenth St. N. W., Washington 6, D. C.*

WILLIAM G. CARR, assoc. secy, *1201 Sixteenth St. N. W., Washington 6, D. C.*

KARL H. BERNS, asst. secy, *1201 Sixteenth St. N. W., Washington 6, D. C.*

B. F. STANTON, treasurer, *232 Vincent Blvd., Alliance, Ohio*

Honorary Presidents

JOHN DEWEY, professor-emeritus, Columbia University, New York, N. Y.

MRS. SUSAN M. DORSEY, supt-emeritus, Los Angeles, Calif.

Vicepresidents

MRS. MARY D. BARNES, *principal, William Livingston School No. 10, Elizabeth 3, N. J.*, first vicepresident

C. A. DONEHOO, *supt of schools, Gadsden, Ala.*

E. H. GARINGER, *associate supt of schools, Charlotte, N. C.*

MRS. HELEN GIBBS, *377 W. First St., Dayton, Ohio*

RICHARD B. KENNAN, *formerly secy Maine Teachers Assn, now assoc. secy, NEA Defense Commission, 1201 Sixteenth St. N. W., Washington 6, D. C.*

M. E. MC CURDY, *exec. secy, North Dakota Education Assn, Fargo, N. Dak.*

M. LILLIAN MC SORLEY, *elementary principal, Lewiston Orchards School, Lewiston, Idaho*

MRS. W. C. RAY, *supt of schools, Shelbyville, Ky.*

D. D. SHELBY, *principal, Greenwood Highschool, Greenwood, La.*

CALVIN STANLEY, *supt of rural schools, Norwich, Conn.*

ALVIN VANDERMAST, *registrar and coordinator of attendance, Phineas Banning Highschool, Los Angeles, Calif.*

FRED L. WITTER, *supt of schools, Burlington, Wis.*

Executive Committee

The Executive Committee consists of nine members—the president, junior past-president, the first vicepresident, treasurer, chairman of the Board of Trustees, and two members elected annually by the Board of Directors and two by the Representative Assembly. It carries out the wishes of the Representative Assembly and the Board of Directors.

Because of the many problems arising out of the wartime situation, the Executive Committee has been meeting more frequently this year.

F. L. SCHLAGLE, president, *supt of schools, Kansas City, Kans.*

MRS. EDITH B. JOYNES, junior past-president, *principal, Gatewood School, Norfolk, Va.*

MRS. MARY D. BARNES, first vicepresident
JOSEPH H. SAUNDERS, chairman, Board of Trustees, *supt of schools, Newport News, Va.*

B. F. STANTON, treasurer

LEONARD L. BOWMAN, *viceprincipal, Highschool, Santa Barbara, Calif.*

GLENN E. SNOW, *president, Dixie Junior College, Saint George, Utah*

EMILY A. TARBELL, *highschool teacher, 235 Glenwood Ave., Syracuse, N. Y.*

L. V. PHILLIPS, *commissioner, Indiana Highschool Athletics Assn, Indianapolis*

Board of Trustees

The Board of Trustees consists of five members—the President and four members elected by the Board of Directors, one each year for a term of four years.

It has charge of the Permanent Fund and elects the Executive Secretary.

Joseph H. Saunders, chairman, 1949

F. L. Schlagle, president

Edgar G. Doudna, vicechairman, *Board of Normal School Regents, Madison, Wis., 1948*

Florence Hale, secretary, *editor, The Grade Teacher, Box 873, Darien, Conn., 1946*

Myrtle Hooper Dahl, *RFD 1, Casco Point, Wayzata, Minn., 1947*

Board of Directors

The Board of Directors consists of the President; First Vicepresident; Treasurer; Chairman of the Board of Trustees; the former presidents of the Association elected prior to July 1, 1937; one additional member from each state, territory, or district, called the State Director; and Life Directors of the National Educational Association. States with 20,000 or more NEA members are entitled to two State Directors. State Directors are elected for three-year terms by the Representative Assembly on the basis of nominations submitted by the various state delegations. The Board is the principal policy-making body of the Association. It has the specific duty of election of one member of the Board of Trustees each year and two members of the Executive Committee; determines place and time of annual meetings; and appropriates funds for carrying on the Association's activities. State Directors are the official representatives of the Association within their states and are depended upon

for leadership in the promotion of Association policies and activities. Years following names on this page show when

terms expire. For further information about directors, see individual names for each state in Roll Call of States.

NEA STATE DIRECTORS

Alabama—H. G. GREER, 1947
Alaska—SARA J. FERNALD, 1947
Arizona—ALICE L. VAIL, 1946
Arkansas—W. F. HALL, 1946
California—MRS. LOUISE BEYER GRIDLEY, 1946; LELAND M. PRYOR, 1948
Colorado—CRAIG P. MINEAR, 1947
Connecticut—ALBERT C. MERRIAM, 1946
Delaware—H. V. HOLLOWAY, 1947
District of Columbia—MRS. MARY S. RESH, 1948
Florida—C. MARGUERITE MORSE, 1946
Georgia—M. D. COLLINS, 1948
Hawaii—JAMES R. MC DONOUGH, 1946
Idaho—W. W. CHRISTENSEN, 1947
Illinois—SUSAN SCULLY, 1948
Indiana—L. V. PHILLIPS, 1948
Iowa—GERALD W. KIRN, 1946
Kansas—F. L. SCHLAGLE, 1948
Kentucky—RICHARD E. JAGGERS, 1948
Louisiana—L. P. TERREBONE, 1947
Maine—LINWOOD J. KELLEY, 1946
Maryland—EUGENE W. PRUITT, 1947
Massachusetts—EVERETT J. MC INTOSH, 1947
Michigan—ERNEST GIDDINGS, 1947
Minnesota—HERBERT R. PETERSON, 1947
Mississippi—H. V. COOPER, 1948
Missouri—GRACE RIGGS, 1948
Montana—M. P. MOE, 1946
Nebraska—PEARL DONOHO, 1947

Nevada—DWIGHT F. DILTS, 1948
New Hampshire—DANIEL W. MAC LEAN, 1946
New Jersey—MRS. LELIA BROWN THOMAS, 1948
New Mexico—R. J. MULLINS, 1946
New York—MRS. MARGUERITE WELCH, 1948
North Carolina—BERTHA COOPER, 1947
North Dakota—F. RAY ROGERS, 1948
Ohio—HELEN BRADLEY, 1948; H. C. ROBERSON, 1948
Oklahoma—MRS. D. EDNA CHAMBERLAIN, 1946
Oregon—MARIE A. LESSING, 1946
Pennsylvania—HARVEY E. GAYMAN, 1948; MABEL STUDEBAKER, 1946
Puerto Rico—JOSE JOACQUIN RIVERA, 1948
Rhode Island—JAMES F. ROCKETT, 1947
South Carolina—S. DAVID STONEY, 1948
South Dakota—FRANK GELLERMAN, 1948
Tennessee—WILSON NEW, 1946
Texas—MRS. VIRGINIA LEE LINK, 1947
Utah—JOHN T. WAHLQUIST, 1948
Vermont—JOSEPH A. WIGGIN, 1947
Virginia—MRS. ELEANOR P. ROWLETT, 1947
Washington—GRACE C. CAMPBELL, 1946
West Virginia—W. W. TRENT, 1946
Wisconsin—GEORGE R. RANKIN, 1947
Wyoming—CLYDE W. KURTZ, 1946

"Our greatest asset is our faith in ourselves and our profession."

THE REPRESENTATIVE ASSEMBLY

IN THE EARLY DAYS, when NEA membership was small, all members in attendance at the annual conventions voted directly on all Association business. As membership increased, conduct of business by a large group became unwieldy and could be dominated by teachers of the convention city. A plan for a more democratic arrangement was therefore worked out, whereby local and state education associations were to be united with the National Education Association into one organic whole, with a Representative Assembly composed of delegates from affiliated state and local groups. The plan was adopted by the NEA at its Salt Lake City convention in 1920 and by the state associations and hundreds of local groups the following fall. The first meeting of the Representative Assembly was held in Des Moines, Iowa, in 1921. The size of the Representative Assembly has ranged from 553 in 1921 to 1414 in 1931 to 1561 in 1944.

The Assembly meets annually, usually during the week beginning the last Sunday in June. Meetings are open to all members, but only delegates may vote. The Assembly is the policy-forming body of the Association. All resolutions, recommendations, and reports of the officers, of committees, and amendments to bylaws must come before this body for final action.

In 1943 and 1944, the large general sessions were not held because of war-

time conditions. In 1945 neither sessions nor Assembly could be held.

State affiliated units—The education associations of the 48 states, territories, and the District of Columbia, affiliated with the NEA, are entitled to elect one delegate and one alternate to the Representative Assembly for each 100 of their members, or major fraction thereof, who are also NEA members, up to 500 such members. Thereafter one delegate and one alternate may be chosen for each 500 of their members who are also members of the NEA. These are designated state delegates. Annual affiliation dues for a state association are \$10.

Local affiliated units—A local education association or teachers organization within a state, territory, or district which affiliates with the NEA is entitled to elect one delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are also members of the national Association. These delegates are designated local delegates. Annual affiliation dues of local associations are \$5, except in areas with 100 percent NEA membership in the administrative unit, which pay no fee. There are now more than 1371 local groups affiliated.

Affiliated associations receive all regular publications of the Association—*The Journal*, *Research Bulletins*, the *Annual Volume of Addresses and Proceedings*, and other reports of interest.

Efficient universal education is the mother of national prosperity.

—RALPH WALDO EMERSON

CALENDAR of NEA MEETINGS and PRESIDENTS

- 1857—Philadelphia, James L. Enos
 1858—Cincinnati, Zalmon Richards
 1859—Washington, D. C., A. J. Rickoff
 1860—Buffalo, J. W. Buckley
 1861, 1862—No sessions
 1863—Chicago, John D. Philbrick
 1864—Ogdensburg, W. H. Wells
 1865—Harrisburg, S. S. Greene
 1866—Indianapolis, J. P. Wickersham
 1867—No session
 1868—Nashville, J. M. Gregory
 1869—Trenton, L. Van Bokkelen
 1870—Cleveland, Daniel B. Hagar
 1871—St. Louis, J. L. Pickard
 1872—Boston, E. E. White
 1873—Elmira, B. G. Northrop
 1874—Detroit, S. H. White
 1875—Minneapolis, W. T. Harris
 1876—Baltimore, W. F. Phelps
 1877—Louisville, M. A. Newell
 1878—No session
 1879—Philadelphia, John Hancock
 1880—Chautauqua, J. Ormond Wilson
 1881—Atlanta, James H. Smart
 1882—Saratoga Springs, G. J. Orr
 1883—Saratoga Springs, E. T. Tappan
 1884—Madison, Thomas W. Bicknell
 1885—Saratoga Springs, F. Louis Soldan
 1886—Topeka, N. A. Calkins
 1887—Chicago, W. E. Sheldon
 1888—San Francisco, Aaron Gove
 1889—Nashville, Albert P. Marble
 1890—St. Paul, J. H. Canfield
 1891—Toronto, W. R. Garrett
 1892—Saratoga Springs, E. H. Cook
 1893—Chicago, Albert G. Lane
 1894—Asbury Park, Albert G. Lane
 1895—Denver, Nicholas Murray Butler
 1896—Buffalo, Newton C. Dougherty
 1897—Milwaukee, Charles R. Skinner
 1898—Washington D. C., J. M. Greenwood
 1899—Los Angeles, E. Oram Lyte
 1900—Charleston, Oscar T. Corson
 1901—Detroit, James M. Green
 1902—Minneapolis, William M. Beardshear
 1903—Boston, Charles W. Eliot
 1904—St. Louis, John W. Cook
 1905—Asbury Park and Ocean Grove—William H. Maxwell
 1906—No session
 1907—Los Angeles, Nathan C. Schaeffer
 1908—Cleveland, Edwin G. Cooley
 1909—Denver, Lorenzo D. Harvey
 1910—Boston, James Y. Joyner
 1911—San Francisco, Ella Flagg Young
 1912—Chicago, Carroll G. Pearce
 1913—Salt Lake City, Edward T. Fairchild
 1914—St. Paul, Joseph Swain
 1915—Oakland, David Starr Jordan
 1916—New York, David B. Johnson
 1917—Portland, Robert J. Alecy
 1918—Pittsburgh, Mary C. C. Bradford
 1919—Milwaukee, George D. Strayer
 1920—Salt Lake City, Josephine Corliss Preston
 1921—Des Moines, Fred M. Hunter
 1922—Boston, Charl Ormond Williams
 1923—Oakland-San Francisco — William B. Owen
 1924—Washington, D. C., Olive M. Jones
 1925—Indianapolis, Jesse H. Newlon
 1926—Philadelphia, Mary McSkimmon
 1927—Seattle, Francis G. Blair
 1928—Minneapolis, Cornelia S. Adair
 1929—Atlanta, Uel W. Lamkin
 1930—Columbus, E. Ruth Pyrtle
 1931—Los Angeles, Willis A. Sutton
 1932—Atlantic City, Florence Hale
 1933—Chicago, Joseph Rosier
 1934—Washington, D. C., Jessie Gray
 1935—Denver, Henry Lester Smith
 1936—Portland, Agnes Samuelson
 1937—Detroit, Orville C. Pratt
 1938—New York, Caroline S. Woodruff
 1939—San Francisco, Reuben T. Shaw
 1940—Milwaukee, Amy H. Hinrichs
 1941—Boston, Donald DuShane
 1942—Denver, Myrtle Hooper Dahl
 1943—Indianapolis, A. C. Flora
 (Representative Assembly only)
 1944—Pittsburgh, Edith B. Joynes
 (Representative Assembly only)
 1945—F. L. Schlagle
 (No session and no assembly)

THE IDEAL LOCAL EDUCATION ASSOCIATION

THE LOCAL ASSOCIATION is the cradle of democracy in professional organization. It is close to the people and to the conditions which concern the schools. It is the training ground of leadership; a laboratory for cooperative projects. State and national associations gain in strength as professional attitudes and loyalties are built up thru the activities of local associations. Local, state, and national go forward together. Today 1368 local associations are affiliated with the NEA.

As far back as the 1790's, teachers were organizing locally. The Society of Associated Teachers of New York City and the Associated Instructors of Youth in the Town of Boston and Its Vicinity were two of the earliest teachers associations.

The Ideal Local Association:

[1] Enrolls all the educational workers in its area.

[2] Has a dynamic program for serving its members and the community.

[3] Has a written constitution.

[4] Meets regularly (at least four times a year).

[5] Has dues unified with state and national associations and provides a program of action.

[6] Collects unified dues for local, state, and national associations.

[7] Plans its programs carefully to interest the majority of the group.

[8] Keeps accurate records regarding all business of the association.

[9] Maintains continuous affiliation with the state association (if the state

provides for such relationship) and with the NEA.

[10] Makes provisions for expenses of delegates to attend state and national conventions.

[11] Carries on all letterheads and publications a statement clearly indicating the status of its affiliation with the state and national associations.

[12] Answers official mail from state and national associations promptly and carefully.

[13] Issues a local publication if finances permit.

[14] Maintains active committees for the following purposes:

[A] To formulate and carry out a progressive program for improvement of local educational services.

[B] To provide a forum for discussion of educational and professional organization problems of the state and nation.

[C] To develop good fellowship by providing social and recreational activities for its members.

[D] To carry on an effective public relations program.

[E] To work with lay organizations in community activities.

[F] To arrange meetings at which candidates for public office may discuss their platforms.

[G] To cooperate with the state association on legislation affecting the schools such as school support, tenure, retirement, minimum salary schedules.

[H] To cooperate with the NEA on

national legislation affecting education.

[I] To care for the welfare of members thru such activities as:

- Certification
- Consumers cooperatives
- Contractual relationships
- Credit unions
- Group insurance
- Hospitalization
- Loan and relief funds
- Retirement
- Sabbatical leave
- Salary schedules
- School budgets and finance
- Sick leave
- Teacher load
- Teacher rating
- Tenure

The work of our state and national associations often seems far removed from the average teacher. He may live and retire without ever taking an active

part in these organizations. He may pay dues and attend meetings, but he may never raise his voice to utter a conviction; he may never lift his finger to further a project. In the local association, however, working among friends over problems of vital personal concern, he will have a feeling of belonging; he will be aware of an urge to take part. If he works, his interests will grow; he will become a better teacher; his community will be a better community; his profession will become a better profession. The state and national associations will seem less remote and increased interest and participation will come as a byproduct of local work well performed.

With active participation in local association problems, will come a keener interest and intelligent support in state and national organization affairs, and the NEA will have a new meaning and influence to thousands of teachers

Discussion Pamphlets

TO BE EFFECTIVE, the work of the local association must be based upon correct and uptodate information. The average teacher, serving on local association committees, has little time to search thru numerous reports, technical findings, and records to secure desired information. To help meet this situation, the NEA Department of Classroom Teachers and the Research Division are developing a series of Discussion Pamphlets. To date, four have been issued:

- Teacher Tenure*
- Teacher Retirement*
- Planning Postwar Education*
- Paying for Schools*

Pamphlets on other subjects will be developed from time to time. Use these admirable tools in your discussion groups to help create an alert and informed teaching profession. Single copies, 15¢. Quantity discounts: 2-9 copies, 10 percent; 10-99, 25 percent; 100 or more, 33⅓ percent. Postage is paid by the NEA only when payments accompany the orders.

FUTURE TEACHERS of AMERICA

FUTURE TEACHERS OF AMERICA grew out of the Horace Mann Centennial in 1937 and is a project of local, state, and national education associations. Its field is the million or more young men and women in highschool and college who are considering teaching as a career. College groups are known as *chapters*; high-school groups as *clubs*.

FTA *chapters* in colleges and universities are training schools in professional and civic relationships for the preparation of leaders. FTA *chapter* members are junior members of state and national associations. Under the *unified* plan each member pays annual dues of \$1 to the national plus the established junior dues in the state association, usually \$1. Each member receives the journals of state and national associations and other services, including 10 Personal Growth Leaflets and a copy of the FTA Yearbook for his own library.

FTA has made a steady and substantial growth as follows:

<i>School Year</i>	<i>Active Chapters</i>	<i>Number Members</i>
1938-39	14	278
1939-40	64	1565
1940-41	84	2097
1941-42	110	3001
1942-43	127	3129
1943-44	118	2517
1944-45	140	3501

To date more than 16,000 young people have had the training in professional leadership which goes with membership in a college FTA *chapter*. Each of these members has been given an FTA *Year-*

book containing the history of the NEA, its Platform and Code of Ethics, and some such educational classic as George Herbert Palmer's *Ideal Teacher*, John Dewey's *My Pedagogical Creed*, or *The Tenth Generation* by Harry Stilwell Edwards.

The purpose of the FTA in highschools is exploratory, prevocational, and character-forming. Each highschool *club*, regardless of size, pays an annual service fee of \$1, for which it receives 100 Personal Growth Leaflets and the renewal of its charter. There is an additional charter fee of \$1 when the charter is first issued.

Work done by FTA members on approved projects is recognized by a system of merit points, for which certificates are issued. A merit point stands for one hour's work on an approved professional or community project.

Future Teachers of America is a glorious name. It is composed of three ideas. The *Future* belongs to youth and is full of hope, opportunity, and promise for those who prepare themselves for it. *Teachers* are the builders of civilization. Next to the mother who passes on the unending stream of life comes the teacher who preserves, enriches, and transmits the ideals and purposes of the race. *America* is peculiarly the home of the Future and of the Teacher.

For further information consult the file of FTA *Yearbooks* in any library, or write to the National Committee FTA, 1201 Sixteenth Street Northwest, Washington 6, D. C.

THE HORACE MANN SESQUICENTENNIAL

THE YEAR 1946 will mark the 150th anniversary of the birth of Horace Mann, father of our American system of free public schools, who was born on May 4, 1796, at Franklin, Massachusetts.

The NEA Executive Committee has asked the Committee on Teacher Preparation and Certification to assume the responsibility for directing and carrying out the sesquicentennial celebration of this great event. The celebration will last thruout the year and may well have a profound effect on the work of the schools for many years to come.

The committee urges that:

[1] Committees of state and local associations in the field of teacher preparation and certification assume responsibility for the observance of the sesquicentennial in their areas, or if no such committee exists that a special committee be appointed. Particular effort should be made to reach the lay public.

[2] Local, state, and national associations each devote one convention program to Horace Mann.

[3] Cities and counties with no school named for Horace Mann name one for this great educator.

[4] Schools named for Mann develop a collection of materials relating to his life, and have his framed photograph hanging in at least one classroom.

[5] Principals or teachers either buy a Horace Mann poster from the NEA to be framed and presented to the school or encourage elementary and highschool students to develop posters using quota-

tions from the writings of Horace Mann.

[6] Students in journalism, English, or history classes prepare articles about Mann for school or local newspapers.

[7] That the 1946 commencements give attention to Mann.

[8] Teachers colleges, highschools, and elementary schools present a play or radio program on May 4, Mann's birthday, based on his life and contribution. These may be prepared by the students or obtained from the NEA.

[9] Teachers colleges plan special observances in May honoring Mann as the founder of the first normal school in America.

[10] Teachers add to their personal libraries books about this great leader in their own profession. The following material is now available:

Horace Mann at Antioch by Joy Elmer Morgan—the story of Mann's service at Antioch, with a complete set of addresses made during this period. 1938. \$2. NEA.

Pioneer American Educators by Mildred Sandison Fenner and Eleanor C. Fishburn—biographical sketches of Horace Mann and 17 other educators. 1944. 50¢. NEA.

Horace Mann, Father of the American System of Free Public Schools, Personal Growth Leaflet 90. 1¢ each; no orders accepted for less than 25¢; cash must accompany orders for \$1 or less. NEA.

Other materials to aid in the observance are in preparation and will be published depending on the paper available under wartime conditions.

NEA MEMBERSHIP and UNIFIED DUES

THERE ARE three kinds of active NEA memberships:

Regular—The \$3 annual membership entitles a member to the 9 issues of *The Journal*, the privilege of attending meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to serve on committees and commissions, when called upon, and to hold office.

Special—The payment of \$5 annual dues entitles members, in addition to the privileges mentioned above, to receive the *Research Bulletins* and *The Annual Volume of Addresses and Proceedings*.

Life—The \$100 or Life Membership, which indicates permanent interest in and loyalty to the profession, gives for life, all of the privileges of the \$5 membership. The fee may be paid in one sum or in ten annual instalments of \$10 each.

The membership year is September 1 to August 31. Dues received during any membership year are credited to that year unless otherwise requested.

Local, state, and national associations go forward together. The ideal is: *Unified membership in local, state, and national associations with every teacher at work on the problems of the profession and the nation*. The quicker unified dues can be put into effect, the better for all.

The National Association of Secretaries of State Education Associations passed the following resolution on February 9, 1944: "If we are to build a strong professional organization, we should have one membership which includes local, state, and national memberships and a plan of organization and procedure such that in the formulation of policies, the ideas and viewpoints of the members may be expressed thru the local and state organizations to the nation. The professional program would then be determined at the national level and be implemented by cooperative local, state, and national action."

Dynamic leadership in each state and local community will guarantee the success of the Five-Year Program including "unified dues." The following groups hold strategic positions of leadership and have special responsibility for advancement of the profession:

- Officers of local associations
- Officers of state associations
- Teachers college executives
- Classroom teacher leaders
- State directors
- Editors of educational journals
- Elementary principals
- Secondary principals
- Supervisors and directors
- City superintendents
- County superintendents
- State superintendents

The Five-Year Program is the greatest challenge ever placed before the teaching profession.—F. L. SCHLAGLE

FINANCING OUR PROFESSION

LEADERS in the teaching profession have, for years, been advocating improvement in the financing of our professional organizations. Dues have been woefully low and arrangements for their collection archaic and inefficient. A decade ago, Dr. John W. Studebaker, U. S. Commissioner of Education, wrote:

"Twenty-five years ago, I belonged to the bricklayers' union. I think my dues amounted to about \$25 a year. It would be well for teachers who seem to find it difficult to pay the modest dues of their professional organizations to remember that workers in other fields have discovered a relationship between strong, well financed organizations, and the average income of the individual members who compose them. . . .

"Most of the plans employed for enlisting teachers in the professional organizations are antiquated. Usually the treasurer of the local association puts on a membership campaign early in the school year. A few weeks later some local representative of the state association organizes a drive for membership in that organization, and a little later a campaign for membership in the NEA is staged. Each of these drives costs considerable time and energy. There is much lost motion and wasted effort. Teachers become irritated. They don't like to be asked to pay dues so often. They realize that dues, like taxes, are necessary, but they resent too many solicitations."

The Five-Year Program offers two definite improvements in this connection, increased NEA dues and "Unified

Dues." The 1944 NEA Representative Assembly amended the bylaws of the Association raising regular NEA dues from \$2 to \$3 effective 1945-46. This is the first time the NEA has increased its dues since 1875 when the average salary of teachers was \$195 a year. The increase restores the 1916 buying power of the \$2 dues and makes possible a greatly needed, expanded, program of service.

The plan for "Unified Dues" by which professional dues for local, state, and national organizations are collected at the same time by the local association is growing in favor. It was used effectively last year in Arizona and Oregon and by hundreds of alert locals and it has been officially authorized for use during 1945-46 by Montana, Utah, Washington State, Washington, D. C., and by hundreds of additional local associations. While the plan includes, at present, merely the standard dues in the local, state, and national organizations, the time is not far distant when departmental dues will be included also. In most cases one percent of the annual salary will be quite adequate to cover dues in all professional organizations including departments.

Further discussions regarding professional dues will be found in copies of the *NEA Journal* for May 1943, pages 119, 133-34; May 1944, page 108; and September 1944, page 130.

State associations one after the other are increasing their dues to provide for additional service. This movement is to be encouraged. Let teachers inquire of their local doctor about dues in the

American Medical Association or of local labor unions about the investment they are making in union service.

The following table shows what unified dues would amount to in each state when present dues for state and national education associations are combined:

Alabama \$5—8
 Arizona \$6.50—9
 Arkansas \$5—6
 California \$6
 Colorado \$6
 Connecticut \$5—6
 Delaware \$4
 D. C. \$4
 Florida \$5
 Georgia \$4.50—5
 Idaho \$5—9.50

Illinois \$5, 6, 7
 Indiana \$5.50—6.50
 Iowa \$4.50—6
 Kansas \$6
 Kentucky \$4.50
 Louisiana \$5
 Maine \$5—8
 Maryland \$6
 Massachusetts \$5
 Michigan \$5.25—6.25
 Minnesota \$5.50, 5.75

Mississippi \$5
 Missouri \$5
 Montana $\frac{1}{4}$ of 1 percent of salary plus \$3
 Nebraska \$5—7
 Nevada \$4
 New Hampshire \$4.50
 New Jersey \$6
 New Mexico \$6
 New York \$4—6
 North Carolina \$5
 North Dakota \$5—8
 Ohio \$5
 Oklahoma \$5—5.50
 Oregon $\frac{1}{2}$ percent of salary

Pennsylvania \$5
 Rhode Island \$4
 South Carolina \$6.50—8
 South Dakota \$5—8
 Tennessee \$5
 Texas \$6
 Utah \$8
 Vermont \$4—5
 Virginia \$6
 Washington \$5.50—7.50
 West Virginia \$5
 Wisconsin \$5
 Wyoming \$5
 Hawaii \$3.50—15
 Puerto Rico \$15

To the above figures the dues of the local association should be added.

THREE-POINT MINDS

WE CANNOT EXPECT people to respond to new ideas on the first presentation. The propagation of a new idea up to the point of action is an art and a science. People do not receive new ideas readily. They must be approached again and again. A few people get an idea by the third time it is presented; they may be said to have three-point minds; other people require that an idea be presented five times, and some many more. Advertisers know this and when seeking to sway the masses present the same idea thousands of times. Anyone who has sought to make some improvement in public policy must feel the force of the following quotation:

He said, "I see." And they said: "He's crazy; crucify him." He still said: "I see." And they said: "He's an extremist." And they tolerated him. And he continued to say: "I see." And they said: "He's eccentric." And they rather liked him, but smiled at him. And he stubbornly said again: "I see." And they said: "There's something in what he says." And they gave him half an ear. But he said as if he'd never said it before: "I see." And at last they were awake; and they gathered about him and built a temple in his name. And yet he only said: "I see." And they wanted to do something for him. "What can we do to express to you our regret?" He only smiled. He touched them with the ends of his fingers and kissed them. What could they do for him? "Nothing more than you have done," he answered. And what was that? they wanted to know. "You see," he said, "that's reward enough; you see, you see."—*The Prophet* by Horace Traubel.

OUR FIVE-YEAR PROGRAM OF UNIFICATION

THE FIVE-YEAR PROGRAM of Unification, Expansion, and Development—adopted by our 1944 Representative Assembly—provides a basis for intelligent, vigorous, and effective action by our profession. It represents more than a year of careful planning on the part of the leaders of the profession and is based on the conviction that the time has come for the teachers of the United States to organize themselves into one united association and that this can be done most effectively thru a planned evolution extending over five years. The goals of the program are:

[1] A strong and vigorous local association in every community, working as an integral part of the state and national organizations.

[2] Unified adequate dues covering local, state, and national associations collected by the local association.

[3] A total membership of 90 percent of the nation's teachers in local, state, and national associations by 1949.

[4] Integrated committees with the chairmen of the standing committees of state and local associations constituting the Advisory Committees of the National Association.

[5] An expanded program of service to the children and the teachers of the nation and of the world.

The first year of such a program is always the most difficult. We may well be proud that considering all the factors

involved, *the Five-Year Program is at least one-fifth achieved.*

The following states have already adopted the Five-Year Program and are working on practical plans for its achievement:

Alabama	New Jersey
Arizona	North Carolina
Dist. of Col.	North Dakota
Georgia	Oregon
Hawaii	South Carolina
Idaho	Tennessee
Indiana	Texas
Iowa	Utah
Maryland	Vermont
Massachusetts	Virginia
Mississippi	Washington
Missouri	West Virginia
Montana	Wyoming
Nebraska	

The executive boards of all state or local associations which have not already done so should consider at the earliest possible date the adoption of the program and the appointment of able committees to work out details. *Many states will wish to complete the Five-Year Program in less than five years.*

The method of calculating NEA membership quotas for the remainder of the Five-Year Program has been simplified, as explained in Leaders Letter 36.

We give on the next page figures which can be used in making plans. This table will be used in estimating the progress of various states and in awarding stars for achievement. Each star will indicate that a state has gone approximately one-fifth of the way toward the unified membership goal given in this table.

OUR FIVE-YEAR PROGRAM MEMBERSHIP GOALS

Based on ultimate goal of unified local, state, and national dues. Explanation on preceding page

States	Number of Teachers 1943-44	Membership in Affiliated State Associations, May 31, 1944	NEA Membership, May 31, 1944	Increase Needed for Unification (Col. 3 less Col. 4)	1/5 of Column 5	Figure for 1944-45 (Col. 4 + Col. 6)	Figure for 1945-46 (Col. 7 + Col. 6)	Figure for 1946-47 (Col. 8 + Col. 6)	Figure for 1947-48 (Col. 9 + Col. 6)	Figure for 1948-49 (Same as Col. 3)
1	2	3	4	5	6	7	8	9	10	11
Total	892,350	743,917	271,721	471,413	94,283	366,102	460,558	555,013	649,469	743,917
Ala.	20,000	14,449	10,017	4,432	887	10,904	11,791	12,678	13,565	14,449
Ariz.	3,400	3,076	2,374	702	141	2,515	2,656	2,797	2,938	3,076
Ark.	12,500	9,176	2,178	6,998	1,400	3,578	4,978	6,378	7,778	9,176
Calif.	43,500	36,506	20,084	16,422	3,285	23,369	26,654	29,939	33,224	36,506
Colo.	9,800	8,626	4,156	4,470	894	5,050	5,944	6,838	7,732	8,626
Conn.	10,000	9,800	2,430	7,370	1,474	3,904	5,378	6,852	8,326	9,800
Del.	2,000	1,546	944	602	120	1,064	1,185	1,304	1,424	1,546
D. C.	3,400	2,448	2,050	398	80	2,130	2,210	2,290	2,370	2,448
Fla.	13,500	10,136	2,366	7,770	1,554	3,920	5,474	7,028	8,582	10,136
Ga.	25,000	14,503	6,735	7,768	1,554	8,289	9,843	11,397	12,951	14,503
Idaho	4,200	3,922	1,260	2,662	532	1,792	2,324	2,856	3,388	3,922
Ill.	46,400	39,772	13,542	26,230	5,246	18,788	24,034	29,280	34,526	39,772
Ind.	23,200	23,023	12,296	10,728	2,146	14,441	16,587	18,733	20,879	23,023
Iowa	23,400	20,627	5,110	15,517	3,103	8,213	11,316	14,419	17,522	20,627
Kans.	17,500	15,857	5,935	9,922	1,984	7,919	9,903	11,887	13,871	15,857
Ky.	18,500	16,202	5,689	10,513	2,103	7,792	9,895	11,998	14,101	16,202
L. a.	14,500	10,292	2,080	8,212	1,642	3,722	5,364	7,006	8,648	10,292
Maine	6,000	6,266	2,042	4,224	845	2,887	3,732	4,577	5,422	6,266
Md.	8,700	5,051	3,148	1,903	381	3,529	3,910	4,291	4,672	5,051
Mass.	25,000	20,000	4,391	15,609	3,122	7,514	10,635	13,757	16,879	20,000
Mich.	34,000	30,407	6,595	23,812	4,762	11,357	16,119	20,881	25,643	30,407
Minn.	20,700	14,470	3,485	10,985	2,197	5,682	7,879	10,076	12,273	14,470
Miss.	15,500	8,732	1,771	6,861	1,372	3,243	4,615	5,987	7,359	8,732
Mo.	24,500	22,784	6,405	16,379	3,276	9,681	12,957	16,233	19,509	22,784
Mont.	4,800	3,655	882	2,773	555	1,437	1,992	2,547	3,102	3,655
Nebr.	13,600	11,427	2,573	8,854	1,771	4,344	6,115	7,886	9,657	11,427
Nev.	1,000	731	759	None	.....	731	731	731	731	731
N. H.	3,100	2,738	617	2,121	424	1,041	1,465	1,889	2,313	2,738
N. J.	28,000	25,700	8,023	17,677	3,535	11,558	15,093	18,628	22,163	25,700
N. Mex.	4,400	4,224	1,217	3,007	601	1,818	2,419	3,020	3,621	4,224
Upstate N. Y.	43,300	43,000	12,462	30,538	6,108	18,570	24,678	30,786	36,894	43,000
N. Y. City	31,300	25,040a	2,104	22,936	4,587	6,991	11,278	15,865	20,452	25,040
N. C.	26,000	18,089	6,241	11,848	2,370	8,611	10,981	13,351	15,721	18,089
N. D.	6,800	4,780	1,375	3,405	681	2,056	2,737	3,418	4,099	4,780
Ohio	39,700	37,541	21,062	15,939	3,188	24,790	27,978	31,166	34,354	37,541
Okl.	17,100	15,401	3,554	11,847	2,369	5,923	8,292	10,661	13,030	15,401
Oreg.	8,000	7,500	4,833	3,117	623	5,006	5,629	6,252	6,875	7,500
Pa.	59,600	53,748	26,285	27,463	5,493	31,778	37,271	42,764	48,257	53,748
R. I.	4,000	4,200	623	3,577	715	1,338	2,053	2,768	3,483	4,200
S. C.	15,200	9,359	3,549	5,810	1,162	4,711	5,873	7,035	8,197	9,359
S. Dak.	7,600	7,068	1,038	6,030	1,206	2,244	3,450	4,656	5,862	7,068
Tenn.	19,200	17,008	6,319	10,689	2,138	8,457	10,595	12,733	14,871	17,008
Texas	45,000	27,000	6,214	20,786	4,151	10,371	14,528	18,685	22,842	27,000
Utah	4,900	4,831	4,112	719	144	4,256	4,400	4,544	4,688	4,831
Vt.	2,500	2,550	624	1,926	385	1,009	1,394	1,779	2,164	2,550
Va.	18,100	14,398	7,345	7,053	1,411	8,756	10,167	11,578	12,989	14,398
Wash.	12,400	11,089	6,532	4,557	911	7,443	8,354	9,265	10,176	11,089
W. Va.	16,100	13,213	6,229	6,984	1,397	7,626	9,023	10,420	11,817	13,213
Wis.	22,000	20,670	6,038	14,632	2,926	8,964	11,890	14,816	17,742	20,670
Wy.	2,600	2,126	906	1,220	244	1,150	1,394	1,638	1,882	2,126
Outlying areas										
Alaska	350	203	251	None	.....	203	203	203	203	203
Hawaii	3,000	2,700	2,571	129	26	2,597	2,623	2,649	2,675	2,700
P. R.	7,500	6,257	111	6,146	1,229	1,340	2,569	3,798	5,027	6,257

a. Estimated on the basis of 80% of teachers, 1943-44.


UNIFIED MEMBERSHIP CARD

MANY LOCAL ASSOCIATIONS have developed their own membership cards based on the idea of unified dues. Others have asked the National Education Association to help work out a suitable card in

keeping with the Five-Year Program.

The form shown on this page is adapted from the card used in 1944-45 in Pasadena, California. Local associations may use it in any way they wish.

FRONT OF CARD

	NATIONAL EDUCATION ASSOCIATION CALIFORNIA TEACHERS ASSOCIATION PASADENA TEACHERS ASSOCIATION
Name _____	
Unified membership dues paid for 1944-45	
<i>F. L. Schlagle</i> NATIONAL PRESIDENT	<i>Mabel M. Oaks</i> LOCAL PRESIDENT
<i>John F. Brady</i> STATE PRESIDENT	BY _____ REPRESENTATIVE, PASADENA TEACHERS ASSOCIATION

**The National Education Association
and the state and local associations united with it are
dedicated to the upbuilding of democratic civilization
and supported by the loyal cooperation of the teachers of
the United States to advance the interests of the teaching
profession, promote the welfare of children, and foster
the education of all the people.**

REVERSE OF CARD

MEMBERSHIP ENROLMENT PLANS

IN KEEPING with the Five-Year Program progressive local associations are rapidly assuming responsibility for the collection of professional dues, local, state, and national. Their officers, recognizing that in an alert association, school administrators should not be expected to do this work, initiate enrolment plans, and put them into action as a joint project of all members of the profession.

In the development of such plans, the following suggestions may prove helpful:

[1] Set a definite membership goal. State goals will be found elsewhere in this book. Proportionate goals should be worked out for each county and city school system. The ideal goal is 100 per cent!

[2] Establish a budget to include local, state, and national dues. Some local associations include in their professional budgets PTA dues, contributions to Red Cross, Community Chest, flower fund, and other standard, worthy causes.

[3] Appoint a strong enrolment committee including a chairman of publicity, the secretary or treasurer of the association, and a representative from the superintendent's office and from each building.

[4] If the school system is large appoint a steering committee which can meet frequently enough to work out detailed plans for the campaign.

[5] Secure or prepare carefully publicity materials which indicate services and achievements of the associations and need for united action.

[6] Hold enough meetings of the enrolment committee so that all members will be thoroly familiar with the work of the associations and the plans for the enrolment campaign.

[7] Set a definite date for the campaign—a particular day or a particular week. Campaigns conducted early in the fall are usually most successful.

[8] Arrange for dues to be paid on or before a designated date or by prorated monthly amounts.

[9] Publicize results as the campaign progresses.

[10] Arrange for the names and addresses of the members to be sent to the secretaries of the state and national associations early in the school year. This enables the members to receive their journals without delay. Arrangements can usually be made for the dues to be forwarded later, if more convenient.

A hundred thousand men coming one after another could not move a ton weight, but the united strength of fifty would transport it with ease.

—GEORGE WASHINGTON

NEA-STATE ASSOCIATION MEMBERSHIP ACHIEVEMENT 1945

OUR PROFESSION this year has made gains of which everyone may justly be proud. Thirty-seven states, the District of Columbia, Hawaii, and Alaska have achieved one or more stars as shown in the table on the opposite page. Most of the states which have not achieved stars have made good gains and have laid the foundation for success next year. Pennsylvania made the largest gain of any state—5286—reaching a total of 31,571, the largest membership of any state. Arkansas, Louisiana, and North Dakota doubled their membership. Other notable gains are [2000 or more]: California 2840; Illinois 3717; Iowa 2241; Kansas 2897; North Carolina 2751; Ohio 2976; Oregon 2288; Texas 2302; Washington 2243; [1000 or more] Alabama 1763; Georgia 1103; Indiana 1207; Kentucky 1506; Michigan 1497; Minnesota 1408; Mississippi 1253; New York 1263; North Dakota 1354; Tennessee 1934; Virginia 1457; West Virginia 1024.

The figures given on the opposite page show a membership in affiliated state associations of 733,409 as compared with NEA membership of 331,605 leaving a difference of 401,804. To achieve unification by 1949 will require that this difference be bridged, which means that there must be an average gain of some 100,000 NEA members each year. Actually the gain may be expected to be greater than that during the later years of the Five-Year Program as substandard teachers are replaced after the war by other teachers with a permanent interest

in the profession and as teachers' salaries are adjusted upward toward more favorable levels.

Each star given a state in this table indicates that the state has gained approximately one-fifth of the difference between NEA and state association membership as of 1944 when the Five-Year Program was begun. The assignment of stars is based on the Five-Year Program table given on page 23 of this Handbook. This table will be used as a benchmark thruout the program. Where necessary an adjustment factor of 20 percent has been allowed in assigning stars. This takes into account that there are now many temporary and substandard teachers in the schools. Membership in college FTA chapters has also been taken into consideration.

Note that a number of states are ahead of the Five-Year Program. Let us prove the strength of our profession by completing the Five-Year Program in less than five years. A good goal is to have at least 90 percent of the teachers of the state united in membership in local, state, and national associations by 1949.

During the difficult years ahead the public will tend to value our efforts as teachers according to the standards we set for ourselves. Our professional associations have a major role to play in American life. We cannot afford not to go forward. All our dreams of a better day will be in vain if we do not build stronger the institutions that are nearest us.

NEA-STATE MEMBERSHIP ACHIEVEMENT 1945

States, and other units	Estimated number of teachers May 31, 1945	Membership in National Education Association			Membership in Affiliated State Associations		Percent NEA membership is of state membership	Rank of col. 8
		May 31, 1944	May 31, 1945	Percent of teachers members 1945	May 31, 1945	Percent of teachers members 1945		
1	2	3	4	5	6	7	8	9
Total	882,125	271,847	331,605	38	733,409	83	46	.....
★ ★ Alabama	19,500	10,017	11,780	60	14,272	73	82	7
★ ★ Arizona	3,570	2,374	2,679	75	3,245	91	83	6
★ ★ Arkansas	12,828	2,178	4,728	37	9,540	74	50	20
★ ★ California	44,000	20,084	22,924	52	38,672	88	59	13
★ ★ Colorado	9,000	4,156	4,350	48	8,953	99	49	21
Connecticut	10,300	2,430	2,872	28	9,769	95	29	44
★ ★ Delaware	1,650	944	929	56	1,612	98	57	16
★ ★ Florida	13,407	2,366	3,271	24	10,502	78	31	41
★ ★ Georgia	22,750	6,735	7,838	34	14,338	63	54	18
★ ★ Idaho	4,141	1,260	1,716	41	4,074	98	42	29
★ ★ Illinois	46,200	13,542	17,259	37	40,000	87	43	28
★ ★ Indiana	22,800	12,295	13,402	59	23,294	102	58	15
★ ★ Iowa	22,912	5,110	7,351	32	22,135	97	33	37
★ ★ Kansas	17,500	5,935	8,832	50	16,428	94	54	19
★ ★ Kentucky	17,700	5,689	7,195	41	16,487	93	44	27
★ ★ Louisiana	14,500	2,080	4,138	29	10,298	71	41	30
★ ★ Maine	6,100	2,042	2,358	39	6,162	101	38	32
★ ★ Maryland	9,000	3,148	3,603	40	4,500	50	80	8
★ ★ Massachusetts	24,190	4,391	5,001	21	21,000	87	24	48
Michigan	33,750	6,595	8,092	24	30,750	91	26	46
★ ★ Minnesota	20,300	3,485	4,893	24	14,630	72	33	38
★ ★ Mississippi	15,500	1,871	3,124	20	8,586	55	36	33
★ ★ Missouri	24,310	6,405	7,070	29	22,860	94	31	42
★ ★ Montana	4,694	882	1,136	24	3,655	78	31	43
★ ★ Nebraska	13,500	2,573	2,808	21	11,497	85	24	49
★ ★ ★ ★ Nevada	1,000	759	725	73	720	72	101	3
★ ★ ★ ★ New Hampshire	2,950	617	953	32	2,870	97	33	39
★ ★ ★ ★ New Jersey	27,500	8,023	8,555	31	25,448	93	34	35
★ ★ ★ ★ New Mexico	4,024	1,217	1,440	36	4,224	105	34	36
★ ★ ★ ★ New York	71,000	14,566	15,829	22	43,500	61	36	34
★ ★ North Carolina	26,300	6,241	8,992	34	18,184	69	49	22
★ ★ North Dakota	6,870	1,375	2,729	40	5,535	81	49	23
★ ★ Ohio	40,000	21,602	24,578	61	38,778	97	63	11
★ ★ Oklahoma	17,500	3,554	4,151	24	14,690	84	29	45
★ ★ Oregon	8,000	4,383	6,671	83	6,625	83	101	4
★ ★ Pennsylvania	59,983	26,285	31,571	53	53,077	88	59	14
★ ★ Rhode Island	3,884	623	385	10	3,884	100	10	51
★ ★ South Carolina	15,192	3,549	4,164	27	8,504	56	48	24
★ ★ South Dakota	7,500	1,038	1,199	16	6,906	92	17	50
★ ★ Tennessee	19,500	6,319	8,253	42	17,473	90	47	25
★ ★ Texas	45,500	6,214	8,516	19	33,710	74	26	47
★ ★ Utah	4,600	4,112	4,411	96	4,802	104	92	5
★ ★ Vermont	2,570	624	1,041	41	2,674	104	39	31
★ ★ Virginia	18,000	7,345	8,802	49	14,374	80	61	12
★ ★ Washington	13,000	6,532	8,775	68	11,750	90	75	10
★ ★ West Virginia	15,300	6,229	7,253	47	13,050	85	55	17
★ ★ Wisconsin	20,500	6,038	6,756	33	21,105	103	32	40
★ ★ Wyoming	2,650	906	974	37	2,178	82	45	26
Outlying areas								
★ ★ ★ ★ ★ Alaska	350	251	295	84	255	73	116	1
★ ★ ★ ★ ★ Dist. of Col.	3,350	2,050	1,960	59	2,507	75	79	9
★ ★ ★ ★ ★ Hawaii	3,000	2,571	2,916	97	2,827	94	103	2
★ ★ ★ ★ ★ Puerto Rico	8,000	111	186	2	6,500	81	3	52
Other poss.		16	27					
Foreign		110	149					

NEA HONOR ROLL SCHOOL SYSTEMS

Perfect Enrolment for Twenty Years or More

The following school systems have been on the Honor Roll for twenty years or more.

<i>Years</i> 1	<i>System</i> 2	<i>State</i> 3	<i>Record</i> 4	<i>Superintendent</i> 5
27	St. Joseph	Missouri	1918-45	George Blackwell
27	Morris Township	New Jersey	1918-45	Malcolm Robertson
27	Berks County	Pennsylvania	1918-45	A. F. Kemp
26	Keokuk	Iowa	1919-45	H. R. McPhail
26	Kenton	Ohio	1919-45	L. E. McKinley
25	Piedmont	California	1920-45	H. W. Jones
25	Mapleton	Maine	1920-45	Clifford J. McGaughy
25	Sedalia	Missouri	1920-45	Heber U. Hunt
25	Fond du Lac	Wisconsin	1920-45	T. J. Jenson
24	Prescott	Arizona	1921-45	R. A. Ramage
24	Arvada	Colorado	1921-45	J. R. Little
24	La Junta	Colorado	1921-45	G. Kent McCauley
24	Waukegan Twp. Sec.	Illinois	1921-45	J. Lloyd Trump
24	Las Vegas	Nevada	1921-45	Maude Frazier
24	Bedford	Ohio	1921-45	Ralph M. Gantz
24	Scienceville	Ohio	1921-45	W. L. Richey
24	Altoona	Pennsylvania	1921-45	Harry L. Kriner
23	Winnetka	Illinois	1922-45	S. R. Logan
23	Wabash	Indiana	1922-45	Owen J. Neighbours
23	Burlington	Iowa	1922-45	Ray H. Bracewell
23	South Haven	Michigan	1922-45	L. C. Mohr
23	Bellefontaine	Ohio	1922-45	S. A. Frampton
23	Greenfield	Ohio	1922-45	B. R. Duckworth
23	Oberlin	Ohio	1922-45	Charles E. Wigton
23	Biglerville	Pennsylvania	1922-45	L. V. Stock
23	Doylestown	Pennsylvania	1922-45	J. L. Halderman
22	Jerome	Arizona	1923-45	J. O. Mullen
22	Cripple Creek	Colorado	1923-45	A. D. Abbott
22	Rocky Ford	Colorado	1923-45	James H. Wilson
22	Pekin	Illinois	1923-45	C. B. Smith
22	Pontiac	Illinois	1923-45	A. F. Spoltz
22	Huntington	Indiana	1923-45	Burton Stephan
22	Chanute	Kansas	1923-45	L. H. Petit
22	Rossford	Ohio	1923-45	F. R. McLaughlin
22	Zanesville	Ohio	1923-45	Donald F. Summers
22	Worland	Wyoming	1923-45	F. R. Watson
21	Delmar	Delaware	1924-45	David M. Green
21	Dundee Com. HS District	Illinois	1924-45	H. D. Jacobs
21	Naperville	Illinois	1924-45	R. E. Beebe
21	La Porte	Indiana	1924-45	Paul F. Boston
21	Cherryvale	Kansas	1924-45	M. P. Forker
21	Kansas City	Kansas	1924-45	F. L. Schlagle

21	Grand Haven	Michigan	1924-45	Earl H. Babcock
21	Clayton	Missouri	1924-45	John L. Bracken
21	Lincoln	Nebraska	1924-45	Millard C. Lefler
21	Fair Haven	New Jersey	1924-45	Viola A. Sickles
21	Fairview	Ohio	1924-45	Lewis F. Mayer
21	Logan County	Ohio	1924-45	C. E. Oxley
21	Lorain	Ohio	1924-45	C. J. W. Luttrell
21	Olmsted Falls	Ohio	1924-45	W. W. Smith
21	Rushsylvania	Ohio	1924-45	Wayne Lawrence
21	Lehighton	Pennsylvania	1924-45	B. B. David
21	Palmerton	Pennsylvania	1924-45	J. N. Roeder
21	Jamestown	Rhode Island	1924-45	Anthony J. Miller
21	Jordan District, Salt Lake County	Utah	1924-45	C. N. Jensen
21	Midwest	Wyoming	1924-45	W. S. Curry
20	Winslow	Arizona	1925-45	J. E. Zimmerman
20	Davis	California	1925-45	Delmer B. Marshall
20	Fort Lupton	Colorado	1925-45	Leo W. Butler
20	Pueblo, Dist. #1	Colorado	1925-45	James H. Risley
20	Idaho Falls	Idaho	1925-45	W. W. Christensen
20	Watseka, Elem. Dist.	Illinois	1925-45	Lloyd E. Roth
20	Adrian	Michigan	1925-45	George H. Little
20	Ashtabula Harbor	Ohio	1925-45	W. E. Wenner
20	Jackson Twp.	Ohio	1925-45	T. W. Knight
20	Middletown	Ohio	1925-45	Wade E. Miller
20	North Baltimore	Ohio	1925-45	E. E. Leidy
20	North Bend	Oregon	1925-45	L. W. Turnbull
20	Abington	Pennsylvania	1925-45	Raymond H. White
20	Kutztown	Pennsylvania	1925-45	W. W. Raker
20	Muhlenberg Twp.	Pennsylvania	1925-45	C. E. Cole
20	York	Pennsylvania	1925-45	A. W. Ferguson
20	Nisland	South Dakota	1925-45	T. J. Litsheim
20	Murray	Utah	1925-45	James Clove

If we think more about what we give to our professional organizations and less about what we get from them, as surely as night follows day what we get will be multiplied many times over.

NEA MEMBERSHIP—PERCENT OF GAIN DURING 1944-45

States and other units	May 31, 1941	May 31, 1942	May 31, 1943	May 31, 1944	May 31, 1945	Gain or loss	Percent of gain or loss	1944-45 goal ^a
1	2	3	4	5	6	7	8	9
Continental United States..	211,191	217,943	219,334	271,847	331,605	59,758	22	366,102
Alabama.....	3,528	3,516	5,785	10,017	11,780	1,763	18	10,904
Arizona.....	1,971	2,034	1,946	2,374	2,679	305	13	2,515
Arkansas.....	857	702	786	2,178	4,728	2,550	117	3,578
California.....	17,610	18,709	18,045	20,084	22,924	2,840	14	23,369
Colorado.....	3,727	4,237	4,311	4,156	4,350	194	5	5,050
Connecticut.....	1,968	2,106	1,943	2,430	2,872	442	18	3,904
Delaware.....	961	804	709	944	929	-15	-2	1,064
Florida.....	1,339	1,900	1,978	2,366	3,271	905	38	3,920
Georgia.....	2,079	4,645	4,846	6,735	7,838	1,103	16	8,289
Idaho.....	721	817	867	1,260	1,716	456	36	1,792
Illinois.....	14,344	13,955	13,812	13,542	17,259	3,717	27	18,788
Indiana.....	9,680	10,023	10,359	12,295	13,402	1,107	9	14,441
Iowa.....	3,762	3,821	4,003	5,110	7,351	2,241	44	8,213
Kansas.....	4,177	4,247	4,552	5,935	8,832	2,897	49	7,919
Kentucky.....	3,606	4,490	4,955	5,689	7,195	1,506	27	7,792
Louisiana.....	1,856	1,961	2,274	2,080	4,138	2,058	99	3,722
Maine.....	1,661	1,757	1,620	2,042	2,358	316	16	2,887
Maryland.....	1,475	1,434	1,529	3,148	3,603	455	15	3,529
Massachusetts.....	7,632	6,841	4,523	4,391	5,001	610	14	7,514
Michigan.....	7,999	7,299	6,944	6,595	8,092	1,497	23	11,357
Minnesota.....	3,319	2,918	2,806	3,485	4,893	1,408	40	5,682
Mississippi.....	1,159	1,232	1,469	1,871	3,124	1,253	67	3,243
Missouri.....	5,949	6,057	5,855	6,405	7,070	665	10	9,681
Montana.....	499	599	630	882	1,136	254	29	1,437
Nebraska.....	1,586	1,700	1,727	2,573	2,808	235	9	4,344
Nevada.....	711	801	746	759	725	-34	-5	731
New Hampshire.....	505	547	455	617	953	336	55	1,041
New Jersey.....	7,580	7,276	7,213	8,023	8,555	532	7	11,558
New Mexico.....	630	672	692	1,217	1,440	223	18	1,818
New York.....	14,434	14,426	14,060	14,566	15,829	1,263	9	25,261
North Carolina.....	2,170	2,260	3,098	6,241	8,992	2,751	44	8,611
North Dakota.....	740	872	1,036	1,375	2,729	1,354	99	2,056
Ohio.....	18,719	18,777	18,165	21,602	24,578	2,976	14	24,790
Oklahoma.....	1,844	1,763	2,262	3,554	4,151	597	17	5,923
Oregon.....	2,599	2,525	2,589	4,383	6,671	2,288	52	5,006
Pennsylvania.....	20,902	21,853	22,426	26,285	31,571	5,286	20	31,778
Rhode Island.....	399	387	276	623	385	-238	-38	1,338
South Carolina.....	1,894	2,508	2,922	3,549	4,164	615	17	4,711
South Dakota.....	661	737	690	1,038	1,199	161	16	2,244
Tennessee.....	2,222	2,620	2,199	6,319	8,253	1,934	31	8,457
Texas.....	4,406	4,376	4,330	6,214	8,516	2,302	37	10,371
Utah.....	3,330	3,390	3,563	4,112	4,411	299	7	4,256
Vermont.....	544	553	535	624	1,041	417	67	1,009
Virginia.....	3,821	4,837	5,229	7,345	8,802	1,457	20	8,756
Washington.....	3,757	4,226	4,345	6,532	8,775	2,243	34	7,443
West Virginia.....	3,148	3,360	3,705	6,229	7,253	1,024	16	7,626
Wisconsin.....	7,131	6,231	5,897	6,038	6,756	718	12	8,964
Wyoming.....	660	631	622	906	974	68	8	1,150
Outlying areas								
Alaska.....	349	342	265	251	295	44	18	203
District of Columbia.....	1,734	1,743	1,754	2,050	1,960	-90	-4	2,130
Hawaii.....	2,500	2,134	2,395	2,571	2,916	345	13	2,597
Puerto Rico.....	151	90	107	111	186	75	68	1,340
Other U. S. areas.....	88	106	26	16	27	11	69	.....
Foreign.....	97	96	88	110	149	39	36	.....

^a. See table on page 23 of this Handbook.

NEA MEMBERSHIP—PERCENT OF TEACHERS ENROLLED

Estimated Number of Teachers Employed May 31, 1945		Number of Teachers with NEA Dues Paid for 1944-45		Percent of Teachers Paid for 1944-45	
1		2		3	
Total		331,605		38	
1. New York	71,000	1. Pennsylvania	31,571	1. Hawaii	97
2. Pennsylvania	59,983	2. Ohio	24,578	2. Utah	96
3. Illinois	46,200	3. California	22,924	3. Alaska	84
4. Texas	45,500	4. Illinois	17,259	4. Oregon	83
5. California	44,000	5. New York	15,829	5. Arizona	75
6. Ohio	40,000	6. Indiana	13,402	6. Nevada	73
7. Michigan	33,750	7. Alabama	11,780	7. Washington	68
8. New Jersey	27,500	8. North Carolina	8,992	8. Ohio	61
9. North Carolina	26,300	9. Kansas	8,832	9. Alabama	60
10. Missouri	24,310	10. Virginia	8,802	10. Indiana	59
11. Massachusetts	24,190	11. Washington	8,775	11. Dist. of Columbia	59
12. Iowa	22,912	12. New Jersey	8,555	12. Delaware	56
13. Indiana	22,800	13. Texas	8,516	13. Pennsylvania	53
14. Georgia	22,750	14. Tennessee	8,253	14. California	52
15. Wisconsin	20,500	15. Michigan	8,092	15. Kansas	50
16. Minnesota	20,300	16. Georgia	7,838	16. Virginia	49
17. Alabama	19,500	17. Iowa	7,351	17. Colorado	48
18. Tennessee	19,500	18. West Virginia	7,253	18. West Virginia	47
19. Virginia	18,000	19. Kentucky	7,195	19. Tennessee	42
20. Kentucky	17,700	20. Missouri	7,070	20. Idaho	41
21. Kansas	17,500	21. Wisconsin	6,756	21. Kentucky	41
22. Oklahoma	17,500	22. Oregon	6,671	22. Vermont	41
23. Mississippi	15,500	23. Massachusetts	5,001	23. Maryland	40
24. West Virginia	15,300	24. Minnesota	4,893	24. North Dakota	40
25. South Carolina	15,192	25. Arkansas	4,728	25. Maine	39
26. Louisiana	14,500	26. Utah	4,411	26. Illinois	37
27. Nebraska	13,500	27. Colorado	4,350	27. Arkansas	37
28. Florida	13,407	28. South Carolina	4,164	28. Wyoming	37
29. Washington	13,000	29. Oklahoma	4,151	29. New Mexico	36
30. Arkansas	12,828	30. Louisiana	4,138	30. Georgia	34
31. Connecticut	10,300	31. Maryland	3,603	31. North Carolina	34
32. Colorado	9,000	32. Florida	3,271	32. Wisconsin	33
33. Maryland	9,000	33. Mississippi	3,124	33. New Hampshire	32
34. Oregon	8,000	34. Hawaii	2,916	34. Iowa	32
35. Puerto Rico	8,000	35. Connecticut	2,872	35. New Jersey	31
36. South Dakota	7,500	36. Nebraska	2,808	36. Missouri	29
37. North Dakota	6,870	37. North Dakota	2,729	37. Louisiana	29
38. Maine	6,100	38. Arizona	2,679	38. Connecticut	28
39. Montana	4,694	39. Maine	2,358	39. South Carolina	27
40. Utah	4,600	40. Dist. of Columbia	1,960	40. Florida	24
41. Idaho	4,141	41. Idaho	1,716	41. Montana	24
42. New Mexico	4,024	42. New Mexico	1,440	42. Minnesota	24
43. Rhode Island	3,884	43. South Dakota	1,199	43. Michigan	24
44. Arizona	3,570	44. Montana	1,136	44. Oklahoma	24
45. Dist. of Columbia	3,350	45. Vermont	1,041	45. New York	22
46. Hawaii	3,000	46. Wyoming	974	46. Nebraska	21
47. New Hampshire	2,950	47. New Hampshire	953	47. Massachusetts	21
48. Wyoming	2,650	48. Delaware	929	48. Mississippi	20
49. Vermont	2,570	49. Nevada	725	49. Texas	19
50. Delaware	1,650	50. Rhode Island	385	50. South Dakota	16
51. Nevada	1,000	51. Alaska	295	51. Rhode Island	10
52. Alaska	350	52. Puerto Rico	186	52. Puerto Rico	2
Other U. S. areas			27		..
Foreign			149		..

NEA MEMBERSHIP SUMMARY—May 31, 1945

State	NEA Members	NEA Life Members	100% Counties	100% Cities	100% Schools	FTA Chapters	FTA Members	Affil. Locals
1	2	3	4	5	6	7	8	9
Alabama.....	11,780	64	49	36	1,165	0	0	27
Arizona.....	2,679	70	0	19	140	1	32	14
Arkansas.....	4,728	53	15	139	433	0	0	16
California.....	22,924	488	0	21	475	3	54	66
Colorado.....	4,350	82	0	31	233	2	20	17
Connecticut.....	2,872	76	0	3	68	1	20	40
Delaware.....	929	17	2	8	53	0	0	4
Florida.....	3,271	81	2	0	169	5	137	13
Georgia.....	7,838	50	15	30	374	1	23	7
Idaho.....	1,716	25	0	24	85	3	78	8
Illinois.....	17,259	273	1	79	613	3	74	56
Indiana.....	13,402	168	11	66	878	5	153	55
Iowa.....	7,351	81	1	17	156	5	125	19
Kansas.....	8,832	70	12	103	725	5	52	35
Kentucky.....	7,195	68	41	64	712	6	115	18
Louisiana.....	4,138	51	15	0	217	1	24	9
Maine.....	2,358	50	1	15	168	3	88	20
Maryland.....	3,603	64	7	0	283	3	60	8
Massachusetts.....	5,001	120	0	7	218	2	44	80
Michigan.....	8,092	128	0	16	128	2	56	36
Minnesota.....	4,893	77	0	13	92	2	66	24
Mississippi.....	3,124	22	1	31	159	1	27	2
Missouri.....	7,070	13	0	24	318	6	179	26
Montana.....	1,136	28	0	12	22	1	17	13
Nebraska.....	2,808	95	0	23	126	2	73	14
Nevada.....	725	5	2	8	61	0	0	1
New Hampshire.....	953	16	0	4	56	0	0	3
New Jersey.....	8,555	176	0	21	240	4	288	59
New Mexico.....	1,440	35	2	12	80	1	42	7
New York.....	15,829	346	0	18	269	2	39	83
North Carolina.....	8,992	61	4	28	241	5	108	44
North Dakota.....	2,729	40	0	56	161	2	31	5
Ohio.....	24,578	433	13	147	1,028	6	175	75
Oklahoma.....	4,151	64	0	21	145	6	99	17
Oregon.....	6,671	64	4	54	526	1	8	7
Pennsylvania.....	31,571	393	15	100	1,560	5	125	99
Rhode Island.....	385	16	0	1	11	0	0	5
South Carolina.....	4,164	24	4	34	222	0	0	14
South Dakota.....	1,199	30	1	16	55	2	31	14
Tennessee.....	8,253	52	26	13	999	6	177	16
Texas.....	8,516	271	0	11	186	10	195	38
Utah.....	4,411	40	30	4	370	2	26	13
Vermont.....	1,041	35	0	4	64	0	0	9
Virginia.....	8,802	95	31	14	816	3	172	62
Washington.....	8,775	115	2	8	129	3	64	27
West Virginia.....	7,253	67	2	0	151	12	171	36
Wisconsin.....	6,756	117	0	33	227	1	31	42
Wyoming.....	974	26	0	10	64	1	28	5
Alaska.....	295	12	0	12	36	0	0	1
Dist. of Col.....	1,960	117	0	0	38	4	146	5
Hawaii.....	2,916	90	0	0	110	0	0	4
Puerto Rico.....	186	18	0	0	0	1	28	1
Other Poss.....	27	18	0	0	0	0	0	0
Foreign.....	149	12	0	0	0	0	0	0
TOTALS.....	331,605	5,202	309	1,410	15,855	140	3,501	1,319

ACHIEVEMENTS of the NEA

THE NATIONAL EDUCATION ASSOCIATION is the national professional organization of teachers of America. Established in 1857 to advance the interests of the teaching profession and promote the cause of education thruout the United States, it has played an important part in all forward-looking educational movements in this country since that time.

[1] It has been an important factor in increasing the average annual salary of teachers from \$189 in 1879 to nearly \$1700 in 1945 and has helped teachers in practically every state secure special salary increases to meet the wartime rise in the cost of living.

[2] It has helped more than half of the teachers in the nation to secure tenure and retirement systems, and is working for these advantages for all teachers.

[3] It has helped raise the standards of preparation of teachers and contributed to their preservice and inservice professional growth.

[4] It has protected thousands of teachers against unfair dismissal.

[5] It has enlisted support for education from such important national groups as the American Legion, U. S. Chamber of Commerce, National Association of Manufacturers, American Federation of Labor, Congress of Industrial Organizations, National Congress of Parents and Teachers, Women's Clubs, Service Clubs, Magazine and Newspaper Editors and Advertisers.

[6] It helped to obtain repeal of "The Little Red Rider"—a law which required District of Columbia teachers to take a special loyalty oath every month.

[7] It secured an amendment to the

Hatch Act which restored civil rights to teachers.

[8] It has worked actively to secure adequate school support based on sound methods of financing.

[9] It has stimulated democracy in education by practicing and encouraging teacher participation in development of educational policies and programs.

[10] It has furnished national leadership in education, formulating and disseminating vital longtime policies. Its publications and those of its committees, departments, and commissions have made outstanding contributions to educational thinking and national welfare.

[11] It has helped modernize and improve the curriculums of our elementary schools, highschoools, colleges, and universities.

[12] It has helped state teachers associations, serving as a clearinghouse for information regarding all phases of education, and furnishing facts and expert counsel for their research, public relations, and legislative programs.

[13] It has helped local teachers associations, encouraged their establishment, and assisted in the development of their programs and the solution of their problems.

[14] It has helped protect schools against attack, championing the cause of education vigorously and exposing the selfish motives of vested interests whose leaders have sought to undermine the confidence of the public in its schools.

[15] It has helped gear our educational program to the war effort, encouraging effective teaching of democracy and helping teachers and pupils to do their part toward winning the war and establishing a just peace.

NEA PROGRAM of ACTION for 1945-46

[1] Strengthen the services of the schools toward winning the war and establishing a just peace.

[2] Secure for education a place in the United Nations Organization.

[3] Secure federal aid for education without federal control. Equalizing educational opportunity for the youth of our nation is imperative.

[4] Increase teachers' salaries and work for minimum salary laws in all states. The best interests of our youth demand that we secure, for all teachers, salaries sufficient to attract and hold in the profession teachers of marked ability and thoro training.

[5] Maintain and improve professional standards. During the war, emergency certificates have been increased 2000 percent. These should be eliminated as soon as possible. Our country's welfare demands that teaching be recognized as an important service requiring expert professional preparation.

[6] Encourage the nation's boys and girls of highschool age to attend school until they complete their courses, either in fulltime highschools or in wellplanned schoolwork programs.

[7] Counteract juvenile delinquency by encouraging better homes, by adoption and enforcement of adequate school attendance and child labor laws, and by developing other constructive programs for youth.

[8] Protect the schools against attack. Emergencies breed hysteria, and the foes of public education take advantage of every opportunity to undermine educa-

tional leaders, to lessen public confidence in schools, and to slash school budgets.

[9] Extend, protect, and improve teacher retirement systems, teacher tenure laws, and sick-leave regulations. All teachers should have such protection, and the NEA will help get them.

[10] Encourage the organization of new local associations and help to strengthen existing state and local associations, unifying them with the national into a powerful professional organization.

[11] Achieve the 1945-46 NEA membership goal of 460,000.

[12] Encourage vigorous recruiting campaigns which will secure capable men and women for teaching service.

[13] Help the federal government develop a sound educational policy. State control of education is a historic and cherished American principle. The U. S. Office of Education is the official federal agency for handling the educational activities of the federal government and should be so recognized by all.

[14] Oppose any amendment to the United States Constitution which provides for a limitation on federal income, inheritance, and gift taxes.

[15] Encourage and help plan educational readjustments to meet postwar needs. The war has modified traditional educational practices, standards, and objectives. These must be rethought in terms of current experiences, and new social, economic, and industrial world conditions.

WHAT DO I GET for MY NEA DUES?

THE NATIONAL EDUCATION ASSOCIATION is the national professional organization of the teachers of America. It was established in 1857 to advance the interests of the teaching profession and promote the cause of education thruout the United States. I should support the NEA because thru membership:

[1] I receive the NEA *Journal* each school month. No teacher can afford to be without this inspiring magazine, which tells of the Association's work and helps teachers do a better job. *The Journal* has pioneered in one field after another. Especially popular have been its articles on local associations, its editorials, and its booklists.

[2] I receive the advantages of working with better prepared teachers and in more effective schools. The NEA has helped raise standards and improve elementary, highschool, and college curriculums. With its departments and committees, it publishes 21 magazines and nearly 200 other publications annually, covering units of work, methods, research studies, and bibliographies.

[3] I gain a part in winning the war and the peace. The NEA participates actively in war and postwar planning. It formulates vital, longtime policies which influence the future of the nation and world. Washington said: "A hundred thousand men coming one after another could not move a ton weight, but the united strength of 50 could transport it with ease."

[4] I receive the satisfaction of help-

ing to promote the cause of federal aid for education. This is a battle which must be won—and I want to do my share.

[5] I benefit by the Association's many research activities and want to help maintain them. Facts gathered by the NEA have helped raise teachers' salaries, initiate tenure and retirement legislation, get larger tax appropriations, provide better school facilities, encourage new teaching methods.

[6] I enjoy the added strength which better public understanding gives the schools. Over the air, in its American Education Week materials, thru the newspapers, in news letters to magazines and individuals, the Association interprets schools to citizens. It has also enlisted school support from the PTA, NAM, U. S. Chamber of Commerce, AFL, CIO, and other important organizations.

[7] I want to receive the protection of a large well-organized Association which commands public respect. The NEA helps protect teachers against dismissal and schools against attack. It exposes the selfish motives of vested interests whose leaders seek to undermine the confidence of the public in its schools.

[8] I am eager to pay a part of the debt each owes to his profession. By attending NEA meetings; belonging to its departments; and participating in its government directly, or indirectly thru representatives I can help build a better profession, a stronger country and a happier world.

In no other way can I accomplish so much with so little expenditure.

REASONS WHY EVERY TEACHER SHOULD BELONG to the NATIONAL EDUCATION ASSOCIATION

[1] The National Education Association is the national professional organization for teachers. Alert teachers, like lawyers and doctors, are proud to be members of their professional organizations, local, state, and national.

[2] Every teacher is enjoying advantages which the NEA has helped to achieve—higher salaries, greater prestige, and better professional preparation.

[3] The NEA has helped the teachers in more than half of the states to secure tenure and retirement systems. It advocates and is working for these advantages for all teachers.

[4] The research and publicity work of the National Education Association help improve the schools for our girls and boys.

[5] The *NEA Journal* is an educational magazine of high quality. No professionally-minded teacher can afford to be without it.

[6] The NEA advocates and practices democracy in education. It encourages teacher participation in the development of educational policies and programs.

[7] The NEA furnishes national leadership in education. Its publications and

those of its departments, committees, and commissions are outstanding contributions to educational thinking and to national welfare.

[8] The NEA helps state teachers associations. It serves as a clearinghouse of information regarding all phases of education and furnishes expert counsel and advice for research, public relations, and legislative programs.

[9] The NEA helps local teachers associations. It recognizes the imperative need for strong local organizations which build and maintain the confidence of the people in the schools. It encourages their establishment and assists them with the development of their programs and the solution of their problems.

[10] The NEA helps protect the schools against attack. It champions the cause of education and exposes the selfish motives of vested interests whose leaders seek to undermine the confidence of the public in its schools.

[11] The NEA is participating vigorously in our nation's war and peace programs. It encourages effective teaching of democracy and urges adequate education for a strong America and an effective United Nations Organization.

LET US ATTACH IMPORTANCE not only to what we get but to what we give. Civilization has been carried forward by the missionary spirit—by the willingness of people to give without thought of direct personal benefit. Every teacher today stands on the head and shoulders of others who have gone before—who have labored and sacrificed to establish the heritage we now enjoy. We too can do our bit for the future and for humanity and as the years add wisdom to our lives we shall know that it is from what we have done unselfishly and for others that the greatest satisfactions come.

"I DIDN'T GET MY JOURNAL"

YOU MAY FAIL to receive your *Journal* either because the person who collected your membership has not reported it promptly to NEA headquarters or because you have not advised the NEA of your changed name or address. It is no easy task to keep track of some 300,000 members who change their names and addresses as often as do teachers. Each member is represented in NEA files by an addressograph plate which looks like this:

F L SCHLAGLE
1901 ELIZABETH
KANSAS CITY KANS -2-
5-21

On this plate are combined a ten-year financial record and the *Journal* address. The date on the plate is the time of original enrolment if continuous. Plates are filed alphabetically under the post-office at which the member receives his *Journal*.

Send Enrolments Early

This helps to avoid the peak load which comes during November when our clerical force generally handles more than 6000 memberships a day. *If there is delay* in sending in lists after your enrolments are collected, NEW MEMBERS DO NOT GET THEIR *JOURNALS*, you get complaints, and headquarters has to spend needed time looking up records and answering inquiries. DELAYED ENROLMENTS SOMETIMES RESULT IN LACK OF COPIES FOR NEW MEMBERS.

Use Standardized Forms

NEA enrolment blanks 8½ by 11 inches which are furnished for your use are best. Typewritten lists in the same form as our enrolment blanks are also helpful. Duplicate and triplicate copies will provide a uniform record for local, state, and national offices. These enrolment blanks can be processed at NEA headquarters in ⅓ the time required for cards, but if cards must be used, use the 3 x 5 inch size which fit into our standard equipment. Individuals returning renewal blanks help the staff to provide quicker service since these blanks show the plate as it actually is.

Report Address Changes Promptly

Give former name and address as well as new name and address. There are many cards under any one name in NEA files and slight variations in the form of the name cause difficulty. There are 2300 cards between Elizabeth M. Smith and Mary Smith.

How NEA Journal Is Mailed

Members whose names are in the files begin receiving the *Journal* in September. It takes longer to enrol new members since addressograph plates have to be prepared. Membership cards are sent by first-class mail; *Journals* may be later. Allow plenty of time before writing about delays. Paper shortage prohibits sending back copies.

NEA dues 1945-46: Regular \$3; Special \$5; Life \$100.

AMERICAN EDUCATION WEEK, 1921-1945

American Education Week is an annual celebration of American ideals of education and life which has been observed since 1921. It comes in November, beginning on Sunday of the week which includes Armistice Day. It is sponsored by the NEA, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

Origin—The founding of American Education Week grew out of conditions revealed by World War I. Twenty-five percent of the men examined in the draft were illiterate; 29 percent, physically unfit. Members of the newly formed American Legion wished to help correct these conditions. When education appeared to be the only answer, they consulted officers of the NEA and the U. S. Office of Education from whom they received ready cooperation. As a result of these conferences, the first observance was held in 1921.

Accomplishments—The founders of AEW little dreamed of the tremendous growth in significance that it has come to have. Today eight to ten million parents and other citizens visit their schools during this observance, learn about modern school practices, and consult with teachers. Millions of other citizens are reached thru newspapers, magazines, radio, public meetings, and printed messages. Scores of national and state organizations with local units are enlisted in the cause. Better schools are the results of these activities.

The Task Ahead—Yet significant as the occasion has become, we have only scratched the surface in the potentiality of this nationwide observance. World War II has revealed that illiteracy and ill health are a tremendous handicap to the nation in peace or war. We have only begun to awaken the American people to the significance of education to our future and that of the world. American Education Week 1945 should be made a significant occasion in *every* community.

The Local Observance—A successful local observance usually includes: [1] Open-house programs; [2] student activities; [3] meetings of civic, social, and church groups; [4] special messages sent to homes; [5] publicity of all kinds. A good local observance succeeds in getting a large proportion of the parents to visit the schools and in having the work of the schools brought before the greatest possible number of citizens.

The 1945 Program

GENERAL THEME

Education To Promote the General Welfare

DAILY TOPICS

Sun., Nov. 11—Emphasizing Spiritual Values
Mon., Nov. 12—Finishing the War
Tues., Nov. 13—Securing the Peace
Wed., Nov. 14—Improving Economic Wellbeing
Thurs., Nov. 15—Strengthening Home Life
Fri., Nov. 16—Developing Good Citizens
Sat., Nov. 17—Building Sound Health

See next page for list of materials prepared to aid in planning for the 1945 observance.

HELPS FOR AMERICAN EDUCATION WEEK 1945

[1] **POSTER**—The 1945 poster is in four colors, 16 x 21 inches in size. For use in schools, store windows, public buildings, and elsewhere. May be mounted on cardboard locally if desired. 50¢ per single package of ten. Sold only in packages of ten.

[2] **STICKER**—Two colors on white gummed stock, 1½ x 2 inches. Comes in sheets of ten, perforated like postage stamps. Use on report cards, letters, messages to homes, etc. 25¢ per package of 100. Sold only in packages of 100.

[3] **EDUCATION FOR THE GENERAL WELFARE**—A 16-page, 3 x 5 inch, leaflet. Outlines program for AEW and discusses each topic. 25¢ per package of 25. Sold only in packages of 25.

[4] **AN INVITATION**—An 8-page illustrated railroad fold, 3 x 5 inch, leaflet designed so that child or teacher can address to parents, together with space for personal message, inviting them to visit school during AEW. 25¢ per package of 25. Sold only in packages of 25.

[5] **EDUCATION—A MIGHTY FORCE**—A pocket-size duplication of the larger pamphlet previously issued by the NEA thru a War and Peace Fund appropriation. Excellent for distribution to lay leaders. 16 pages and cover, 5½ x 8 inches. 10¢ per single copy.

[6] **IT PAYS**—A 16-page, 3 x 5 inch, leaflet consisting largely of illustrations on economic values of education. Based on U. S. Chamber of Commerce report *Education—an Investment in People*. Excellent for mass distribution to laymen. 25¢ per package of 25. Sold only in packages of 25. No discounts.

[7] **MANUAL FOR AMERICAN EDUCATION WEEK 1945**—General suggestions for observance of the week and each daily topic. 24 pages. 6 x 9 inches. 25¢ per single copy.

[8] **SUNDAY FOLDER, "A MESSAGE TO MINISTERS AND CHURCH LEADERS"**—A 4-page, 5½ x 8½ inch, folder of suggestions for Sunday observance. 10¢ per package of 10 copies; no order for less than 10.

[9] **EDUCATION'S WEEK**—A booklet of general suggestions. 12 pages. Originally prepared for American Education Week 1943. 5¢ per single copy.

[10] **MIMEOGRAPH STENCIL**—For local schools where mimeographed publications are to be issued, a stencil drawing has been prepared as a cover to dress up such materials. 50¢ per single stencil.

[11] **ELEMENTARY-SCHOOL PLAY**—A play written especially for AEW 1945. 15¢ per single copy.

[12] **HIGHSCHOOL PLAY**—A play written especially for AEW 1945. 15¢ per single copy.

Other plays for elementary and highschools are available also.

[13] **MOTION PICTURE TRAILER**—A two-minute, 35 mm. sound motion picture trailer for showing in commercial houses stressing AEW. \$7.50 per print. No discount.

[14] **MATS**—A series of attractive display advertisements stressing AEW ready for signature of local business agencies as sponsor. Prices vary. Write for special brochure reproducing these ads.

[15] **RADIO SCRIPTS**—Two fifteen minute dramatic scripts. 25¢ each. Also seven four-and-a-half minute dramatic radio scripts on each of the daily topics for AEW. Three or four persons in the cast of most of them. May be used as skits as well as on the radio. 15¢ per single copy. Sets of 7 skits, \$1.

[16] **RADIO RECORDINGS** have been made from the radio scripts on the daily topics. \$20 per set of seven 4½ minute transcriptions. No discounts for quantities. Fifteen-minute scripts will probably also be recorded.

[17] **AMERICAN EDUCATION WEEK PACKET**—Each packet will contain a classroom supply of basic materials. Price: 50¢ each. No discounts for quantities.

NEA MOTION PICTURE

A MOTION PICTURE is being prepared as a feature of the second year of the Five-Year Program of Unification, Expansion, and Development.

Purpose—To present in convincing manner the need for a great national unified professional organization. It is expected that in so doing this film will help to inform teachers about the program of the NEA, to make members proud of their organization, to stimulate nonmembers to participate by membership, and to show student teachers the importance of organized effort.

Content—As this *Handbook* goes to press, the script for this movie is being prepared but the title has not been determined. The outline as tentatively planned is as follows:

It will establish the crucial role of education in our democratic way of life.

It will stress the central role of the teacher in the educational process.

It will show the inadequacy of the present status of the teacher.

It will document what has been accomplished thru organized effort. Here the film will deal with the present program of the NEA, stressing relationship to state and local associations.

It will suggest what can be done by a fully organized professional group.

It will point out the responsibility and the opportunity of the individual teacher to make himself a vital part of a great cause.

Nature of Film—This motion picture will seek to visualize the cause of organized effort—local, state, and national—in a manner which will help teachers to understand the underlying purposes of organization and the urgent necessity of building a stronger organization to meet the needs we now face. To some extent it will describe activities of the NEA but obviously it cannot attempt to catalog in pictures all of the activities of the Association.

This picture will be produced as a 16 mm black and white sound production, documentary in nature.

Use of Film—The primary audience of this film will be the million teachers of the nation. State and local leaders should arrange a program of exhibitions. It should be shown to local groups of teachers everywhere. It can be used at larger state and regional meetings as soon as travel restrictions permit them to be held.

Availability—It is planned to complete this film by September 1. It is hoped that adequate film can be obtained so that enough prints will be available to provide all states and communities with an opportunity to see this film next year.

How To Get This Film—Write direct to the National Education Association, 1201 Sixteenth Street N. W., Washington 6, D. C., for full information regarding this important picture and how to obtain it for teachers in your area.

A teacher affects eternity; he can never tell where his influence stops.

—HENRY ADAMS

NEA COMMITTEES, COMMISSIONS and COUNCILS

MUCH of the work of the NEA has been done thru committees. There have been Association committees from its very first meeting, but the great era of committee contribution did not start until appointment of the Committee of Ten on Secondary Education in 1892. The report of this committee, published in 1893, marked the beginning of the emancipation of secondary schools from college domination.

Other famous committees were the Commission on the Reorganization of Secondary Education, whose report in 1918 marked a significant step in the history of curriculum revision; the Committee on Social-Economic Goals of America, which in 1934 published its excellent report on goals for America; the two committees on the Emergency in Education, which did a great work during the First World War and during the economic crisis of the early 1930's.

These and other Association committees always labored under the handicap of inadequate financing. In 1944-45 the Association, for the first time in its history, has had funds (because of appropriations made at Pittsburgh and money made available from the War and Peace Fund) to help make the work of every committee of great value to our profession. This support will still further increase as the Five-Year Program progresses and as NEA dues increase to \$3 in 1945-46. The Five-Year Program brings the committee work of local, state,

and national associations into greater unity and effectiveness.

There are four types of NEA committees, as explained below:

Commissions and Councils

The National Education Association has created certain special deliberative bodies known either as councils or as commissions. These groups usually operate in large areas of professional interest under the general supervision of the Executive Committee. There are six commissions and councils:

Educational Policies Commission

Legislative Commission

National Commission for the Defense of Democracy thru Education

National Commission on Safety Education

National Council of Education

National Council on Teachers Retirement.

Three of these have a secretary and staff at NEA headquarters—the Educational Policies Commission since 1935, the National Commission for the Defense of Democracy thru Education since 1941, and the National Commission on Safety Education since 1944.

Standing Committees

This type of committee carries on a continuous program of study, interpretation, and action. Each standing committee consists of five members appointed by the NEA president for terms of three years each on a rotating basis, no member to serve more than two terms in suc-

cession. Each committee has a nationwide advisory group consisting of the chairmen of similar committees in the state and local associations.

Standing committees are at work in the fields of:

- Citizenship
- Credit unions
- International relations
- Professional ethics
- Tax education and school finance
- Teacher preparation and certification
- Tenure and academic freedom

Joint Committees

The joint committee is one form of cooperation between the National Education Association and other organizations with mutual interests in specific problems. Each organization appoints five members. Each member serves for five years on a rotating basis and cannot be reappointed to succeed himself. Joint committees elect their own chairmen.

The National Education Association has joint committees with:

- The American Legion
- The American Library Association
- The American Teachers Association
- The National Congress of Parents and Teachers.

Convention Committees

In normal years the NEA annual summer convention is one of the largest held by any professional group, with some twelve to fifteen thousand persons in attendance. Some 1500 of these are official delegates to the Representative Assembly, which carries on much of its work thru convention committees.

The Association has seven convention committees:

- Auditing
- Budget
- Bylaws and rules
- Credentials
- Elections
- Necrology
- Resolutions

*SPIRITUAL VALUES—There are many things we have to do with that we can neither weigh nor measure nor even prove. The dignity of the individual, for instance, and the idea of equality and freedom, can never be proved, for science can never prove that the individual is dignified or even free. On the contrary, if science is science, it can only prove there is no such thing as freedom, or where would be the prestige of the mechanical laws? These things forever elude us, but held at a respectable distance and clothed in eerie shapes, their presence nevertheless seems real. In our forgetful and less scientific and mathematical moments, we know they have a meaning, an existence behind a veil, a shape that comes up behind us on a silent night as we are sitting by the fireside and suddenly puts its hands across our eyes and whispers, "Guess who?" Persistently these shapes come to haunt us. Only to the spiritual thinkers do they become real, almost with a weight and mass and form.—LIN YUTANG in *Between Tears and Laughter*.*

EDUCATIONAL POLICIES COMMISSION

- A. J. STODDARD, *supt of schools, Philadelphia, Pa.*, chairman, 1946
FRANCIS L. BACON, *supt, Township Highschool, Evanston, Ill.*, 1947
JAMES BRYANT CONANT, *president, Harvard Univ., Cambridge, Mass.*, 1946
PRUDENCE CUTRIGHT, *asst supt of schools, Minneapolis, Minn.*, 1948
EDMUND E. DAY, *president, Cornell Univ., Ithaca, N. Y.*, 1946
A. C. FLORA, *supt of schools, Columbia, S. C.*, 1949
WILLARD E. GIVENS, *exec. secy, NEA, 1201 16th St., N. W., Washington, D. C.*
E. W. JACOBSEN, *president, Univ. of Louisville, Louisville, Ky.*, 1949
CHARLES H. LAKE, *supt of schools, Cleveland, Ohio*
EDWIN A. LEE, *dean, School of Education, Univ. of Calif., Los Angeles, Calif.*, 1947
PAUL T. RANKIN, *asst supt of schools, Detroit, Mich.*, 1947
F. L. SCHLAGLE, *president, NEA, supt of schools, Kansas City, Kans.*
S. D. SHANKLAND, *exec. secy, AASA, 1201 16th St., N. W., Washington 6, D. C.*
MAYCIE SOUTHALL, *George Peabody College for Teachers, Nashville, Tenn.*, 1948
GEORGE D. STODDARD, *state commissioner of education, Albany, N. Y.*, 1947
J. W. STUDEBAKER, *U. S. Commissioner of Education, Washington, D. C.*
MABEL STUDEBAKER, *426 East 10th St., Erie, Pa.*, 1949
MRS. BEULAH K. WALKER, *president, NEA Dept of Classroom Teachers, Hilltop Terrace, R. 5, Dallas, Tex.*
MRS. PEARL A. WANAMAKER, *state supt of public instruction, Olympia, Wash.*, 1947
GEORGE F. ZOOK, *president, American Council on Education, 744 Jackson Place, N. W., Washington, D. C.*
WILLIAM G. CARR, *secy of the Commission, assoc. secy, NEA, NEA headquarters contact*

Historical background—The Commission was created in 1935 by joint action of the NEA and AASA.

Activities in 1944-45—In August *Education for All American Youth* was published, a 400-page document outlining characteristics of a new postwar program of education for the youth of America. Two publications based on this document were subsequently issued: *Planning for All American Youth*, a sixty-four-page pamphlet published jointly with the National Association of Secondary-

School Principals, which appeared in October, and *Education for All American Youth Is All America's Business*, a thumb-nail sketch of the document's main proposals, printed in November.

The proposals set forth in *Education for All American Youth* and in the Commission's earlier publication, *Education and the People's Peace* were brought to the attention of educators and laymen at ten regional conferences.

Reports on postconference activities indicate enthusiastic furthering of educa-

tion's part in the peace. In response to six followup letters, those attending the regional conferences on *Education and the People's Peace* report a distribution of over 3000 copies of *Let's Look at Education and the People's Peace*—a series of forty cartoons based on *Education and the People's Peace*; addresses and reports to organizations; wide use of *Education and the People's Peace* in school classes and discussion programs; publication of articles and editorials in special bulletins and newsletters; letters to Congress; and over 50 resolutions adopted and sent to the U. S. Department of State.

Those attending the conferences on *Education for All American Youth* received two followup letters and report distribution of hundreds of copies of *Education for All American Youth* and over 6000 copies of *Education for All American Youth Is All America's Business* to community and professional organizations, school faculties and other leading citizens, and legislatures. They also report display and sale of these publications at conferences, use of *Education for All American Youth* as class texts and program material, as the subject of speeches, book reviews, articles, and as a basis for legislation.

In September *A Program for the Education of Returning Veterans* was published.

Compulsory Peacetime Military Training, a 15-page summary of the educational and security reasons why action on peacetime military training should be deferred until the end of the war was published by the Commission in February 1945.

Federal-State Relations in Education was published jointly by the Educational Policies Commission and the Problems and Policies Commission of the American Council on Education. It outlines the important considerations involved in the problem and states the policies and procedure which, in the opinion of these two Commissions, should guide in working toward a sound solution.

A series of four-page promotional leaflets designed to enlist public interest in an international office of education are now off the press. Special leaflets have been prepared for youth-serving agencies, labor organizations, religious leaders, college alumni, and fraternities.

The U. S. Department of State invited the NEA to send a consultant to the American Delegation to the United Nations Conference in San Francisco which began April 25. The secretary of the Commission was designated by the Association to serve in that capacity.

Recommendations and plans—The general program of the Commission for the next four years was outlined at its meeting in Philadelphia on March 27-29:

[1] A program for elementary education similar to that proposed for secondary in *Education for All American Youth*.

[2] Study of lay, professional, and school-community relationships.

[3] Further statement on education of demobilized veterans and war workers.

[4] Further participation in international relations in education.

[5] A publication on educational administration and leadership.

LEGISLATIVE COMMISSION

H. M. IVY, *supt of schools, Meridian, Miss., chairman, 1948*

ARTHUR F. COREY, *Secretary, California Teachers Assn, So. Section, Los Angeles, 1947*

FRANK C. HEINISCH, *Secretary, Omaha Education Association, Omaha, Nebraska, 1948*

J. EASTON PARROTT, *State Dept of Education, Salt Lake City, Utah, 1947*

FORREST ROZZELL, *Field Secretary, Arkansas Education Association, Little Rock, 1948*

MRS. BEULAH K. WALKER, *President, NEA Dept. of Classroom Teachers, Dallas, Texas*

JERE A. WELLS, *supt of Fulton County Schools, Atlanta, Ga., 1946*

R. B. MARSTON, *director, Legislative and Federal Relations Division, NEA headquarters contact*

Historical background—In 1918 the Commission on Emergency in Education was appointed by the Association to meet the conditions arising from World War I. One outcome of its work was the creation of the Legislative Commission in 1920.

Activities in 1944-45—The work of the Commission led during the course of the year to extensive consideration of federal legislative proposals affecting public education in the nation. Beyond reference to specific issues such as federal aid to education, universal military training, federal-state relationships in federally supported educational programs, school lunch, and the like, the Commission gave attention to methods to be employed [a] in deriving and formulating federal legislative objectives for public education, and [b] in developing such objectives.

Among the decisions of the Commission during the course of the year were the following:

[1] That primary emphasis be placed upon securing the enactment of federal

aid legislation as incorporated in the Thomas-Hill-Ramspeck bills—S. 181-H. R. 1296.

[2] That the development of legislation to govern the school lunch program ought as far as possible to conform to the following criteria: [a] the program should be continued and improved; [b] it should be administered by the regularly established federal and state educational agencies; [c] it should be financed by the federal government.

[3] That legislation governing the disposal of government surplus property should provide for the transfer of materials appropriate for educational uses to schools and colleges at nominal cost on a priority basis.

[4] That proposals involving federal legislation on the subject of universal military training should each be separately studied and appraised and that such study and appraisal be made the basis for action policies to be determined by the Commission at the most appropriate time.

[5] That the reorganization and

strengthening of the U. S. Office of Education, as proposed by the President, be encouraged and supported.

[6] That effort be made to allocate to education a definite place and function in the world organization established to maintain and develop peace in the world following the end of the war.

The Commission vigorously stressed thruout the year the need for greater interest and activity on the part of state and local education associations in the field of federal school legislation. The growth in organization leading to state federal relations committees, with subcommittees in congressional districts and in many localities, is a product of the policy of the Commission operating thru the NEA Legislative and Federal Relations Division. Members of the Commission played an active role in this development thru field trips, correspondence, and other means. In this movement the Commission has closely observed the principle of state and local control. All state federal relations committees, and all subcommittees operating under them, were created by the authority of state education associations and are responsible to them. In federal legislative affairs they cooperate with the appropriate NEA agencies.

The need for expanding the staff of the Legislative and Federal Relations Division, which functions as the executive

arm of the Commission, was apparent during the course of the year—the first full year of service completed by the division. In sympathy with the recommendations of the Commission, the NEA Executive Committee authorized expansion of the staff of the division by four additional workers.

In appraising the relative importance of issues pending in Congress during the year the Commission accorded first place to the need for federal aid to the elementary and secondary schools of the nation, as proposed in S181-HR1296. In consequence this issue received more attention than any other. The controlling purpose of the Thomas-Hill-Ramspeck legislation is to provide improved educational opportunities for youth in the economically underprivileged states and communities to the end that the nation may be strengthened thru the more adequate training of its citizens. The Commission noted that the 1940 census revealed there were at that time several million children not enrolled in school and that there were approximately 10 million adults who were functionally illiterate. These conditions compounded a threat to the war efforts of the nation. The Commission felt this threat should be not only reduced but eliminated as quickly as possible. This improvement can be effected only thru federal aid legislation.

If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.—THOMAS JEFFERSON

NATIONAL COMMISSION for the DEFENSE of DEMOCRACY thru EDUCATION

ALONZO F. MYERS, *School of Education, New York Univ., N. Y.*, chairman, 1947

WILLARD E. GIVENS, *1201 16th St., N. W., Washington 6, D. C.*

VIRGINIA KINNAIRD, *Central Highschool, Fort Wayne, Ind.*, vicechairman, 1948

JOHN W. DODD, *supt of schools, Freeport, N. Y.*, 1948

KATE FRANK, *teacher, Muskogee Highschool, Muskogee, Okla.*, 1946

T. W. H. IRION, *dean, School of Education, Univ. of Mo., Columbia, Mo.*, 1946

ERNEST O. MELBY, *Univ. of Mont., Missoula, Mont.*, 1948

JOSEPH H. SAUNDERS, *supt of schools, Newport News, Va.*

F. L. SCHLAGLE, *supt of schools, Kansas City, Kans.*

MARY E. TITUS, *teacher, Cammack Jr Highschool, Huntington, W. Va.*, 1947

DONALD DUSHANE, *secretary of the Commission*

RICHARD B. KENNAN, *associate secretary of the Commission*

Historical background—This Commission was created by the Representative Assembly in 1941. Its major purpose is "to bring to the general public a fuller understanding and appreciation of the dependence of democracy upon a better education of all our people." The NEA also has authorized the Commission to promote the adequate financing of state and local education; to investigate charges against teachers, school systems, and education in general; and to defend members of the teaching profession against unjust attack. Thus, the Commission's activities are both promotional and protective.

Activities in 1944-45—Among the important activities of the Commission during the year have been the conferences with lay groups. These conferences on postwar problems and education, organized jointly by the Commission and the various state education associations, included representatives of the education

profession, labor, agriculture, business, manufacturing, civic organizations, chambers of commerce, taxpayers' associations, women's clubs, the legal and medical professions, churches, and patriotic groups.

The Commission has participated in white-collar conferences and has organized a Conference of Public Employee Organizations to serve as a clearinghouse of information on problems common to employees supported out of tax funds. Also, the Commission has established close relationships with various agencies active in the field of education for tolerance and promotion of inter-group harmony.

The Commission cooperated actively with the NEA Department of Classroom Teachers and the Tenure Committee in the successful defense of Kate Frank, who has been a member of the Executive Committee of the Commission since its creation. With the assistance of the NEA Research Division the Commission con-

tributed to the successful conclusion of the Jose Otero case. A number of investigations have been conducted, chief of which has been the investigation of certain personnel practices in the Chicago public schools.

In the legislative field the Commission has had charge of the federal aid campaign in the northern and eastern states in the 78th Congress ending in December 1944. At present it is cooperating with other groups in opposition to an immediate passage of military conscription of youth.

Four issues of the *Defense Bulletin* have been issued during the year and statements dealing with compulsory military training, education for tolerance, improvement of the educational level of the population, educational reform in Great Britain, child health in America, school attendance until the 18th year, and post-war problems and education have been given wide distribution.

The Commission has cooperated with the Committee on Tenure and Academic Freedom and has given it every possible assistance in its important work.

THE TEACHER'S RESPONSIBILITY—Almost every great man has acknowledged his indebtedness to some inspiring teacher. Marcus Aurelius in his "Mediations" begins with a list of his relatives and teachers from whom he had acquired the habits that formed his character. Louis Agassiz inspired most of the teachers of biology in America, and the granite boulder that marks his grave bears the simple inscription, "A Teacher." There is no finer, no greater eulogy than this. Even He who was the greatest among the sons of men was known as "a Teacher come from God." Upon the teachers of America rest to a large extent the opportunity and responsibility of making America safe for democracy. In the presence of the downfall of democracies thruout the world it is the duty of the teachers of America to highly resolve that "government of the people, by the people, for the people shall not perish from the earth."—EDWIN G. CONKLIN

NATIONAL COMMISSION on SAFETY EDUCATION

- HENRY H. HILL, *supt of schools, Pittsburgh, Pa. (president, George Peabody College for Teachers, Nashville, Tenn., after Sept. 1), chairman, 1948*
H. H. ANDERSON, *Arsenal Technical Highschool, Indianapolis, Ind., 1947*
ALBERT COATES, *Univ. of North Carolina, Chapel Hill, N. C., 1948*
H. LOUISE COTTRELL, *46 West 83rd St., New York 24, N. Y., 1946*
FRANK W. CYR, *Teachers College, Columbia Univ., New York, N. Y., 1947*
KENT T. HEALY, *Yale Univ., New Haven 11, Conn., 1946*
NELLIE V. LIND, *3038 York, Denver, Colo., 1946*
JAMES W. MARTIN, *Univ. of Ky., Lexington 29, Ky., 1946*
MRS. GLADYS SIMONDS, *Harvard School, Toledo, Ohio, 1948*
MARION R. TRABUE, *Pa. State College, State College, Pa., 1946*
MARGARET R. WALLACE, *Western Highschool, Washington, D. C., 1948*
ROSCOE L. WEST, *president, STC, Trenton, N. J., 1946*
ROBERT W. EAVES, *secretary of the Commission*

Historical background—The work of this Commission is largely financed by a foundation grant. Begun in 1939 as the Safety Education Unit of the Research Division it was extended to the commission status in 1943 by action of the Executive Committee. Active staff work began in the spring of 1944.

Activities in 1944-45—Since its organization the Commission has served the Association by the preparation of materials for the teaching of safety on the elementary- and secondary-school levels. Recordings of safety programs have been made for radio broadcasts. Experimental work in teaching motor vehicle and highway transportation with certain implications for safety has been successfully conducted to serve as a guide for the development of materials. A subcommittee has been appointed to promote driver education and coordinate the work of various agencies in this field. Plans are

under way to assist teacher-education institutions in preparing teachers for safety instruction. Members have assisted in the preparation of materials, participated in conferences, and represented the Commission on national committees.

With the assistance of the headquarters staff a leaflet entitled *Toward Safer Living*, outlining the aims and objectives of the Commission, was issued. *Help Build Future America through Driver Education and Training*, a joint statement of agencies active in driver education, was published and distributed to educators and interested organizations. A *Bibliography for the Professional Elementary School Library* has been prepared. Bulletins entitled *The Elementary School Principal Plans for Safe Living—Part I* and *Teachers and Children Plan for Safe Living—Part II* were prepared jointly with the Department of Elementary School Principals. A social studies unit

for highschool students, entitled *The Motor Vehicle in American Life*, has been prepared for publication. A special committee is working with the National Council of Chief State School Officers to revise *School Bus Standards*. It is expected that a conference will be held at Jackson's Mill, West Virginia, in September 1945 to complete this project.

Objectives of the Commission—[1] Stimulate teachers and parents to thoughtful consideration of the safety education problem.

[2] Critically examine safety practices

in the light of failures in accident prevention.

[3] Make the best materials, practices, and procedures known for instructional purposes.

[4] Stimulate school use of worthwhile materials and practices in safety education produced by nonschool groups.

[5] Assist school officials in organizing safety education curriculums.

[6] Cooperate with other safety groups in promoting projects aimed at accident prevention.

THE TEACHER AND THE PEOPLE—*The school is not set apart from society on an academic hill. Teachers are more constantly and intimately associated with things great and small in American society, high and mean, than the members of any other profession. The schools deal with the enduring stresses of human life, as well as with its enduring values. And this they do thru the living contacts of teachers and the taught, pupil and pupil. Discipline and freedom, authority and responsibility, helpfulness and challenge are made living in the spoken word, in attitude, gesture, and behavior. When the shortcomings of education are admitted, we have only to imagine what American society would be if all public school buildings were razed and all public education abandoned.*—From *The Unique Function of Education in American Democracy*, page 83.

YOU CAN INTERRUPT *the improving of a road and ten years later go on with it about where you left off, but if you interrupt decent care for children and ten years later begin again to feel responsible for them, you can by no means begin where you left off. You find them irreparably grown up, and grown up wrong—enemies and liabilities of their community rather than friends and assets.*—DOROTHY CANFIELD FISHER

NATIONAL COUNCIL of EDUCATION

L. A. PECHSTEIN, *dean, Teachers College, Univ. of Cincinnati, Ohio*, president
EDGAR G. DOUDNA, *secy and director, Board of Normal School Regents, Madison, Wis.*,
vicepresident
MARGARET V. KIELY, *dean, Queen's College, 65-30 Kissena Blvd., Flushing, N. Y.*,
secretary

Other Executive Committee Members

A. L. THRELKELD, *supt of schools, Montclair, N. J.*
MRS. EDITH B. JOYNES, *principal, Gatewood School, Norfolk, Va.*
H. V. HOLLOWAY, *state supt of public instruction, Dover, Del.*
CHARL ORMOND WILLIAMS, *director of field service, NEA headquarters contact*

Historical background—The Council was organized in 1880 as a clearinghouse for the discussion of public and professional questions. Its membership has included many of the great builders and statesmen of American education. Today it includes 102 members elected by the Council; one elected by each state association; two exofficio; and one from each NEA department.

Activities in 1944-45—This year the Council has been unable to hold its semi-annual programs and debates, regularly held in prewar years in conjunction with the February and June professional meetings. No research studies or canvassing of members regarding their judgment on educational problems are in process. The annual report of developments in edu-

cation prepared for the past few years by Professor Carter V. Good, University of Cincinnati, is in process and will be published thru the medium of *School and Society*.

The National Council of Education is awaiting consummation of the reorganization of the enlargement of its functions thru official action of the Association. Until such is accomplished, the Council must perforce mark time until the completion of the present national emergency. In the meantime, it is keeping its membership rolls filled, having just completed securing the names of representatives on the Council from the state associations and the departments of the NEA.

A PARABLE FOR TEACHERS—*The late Dean Nathaniel Butler, of the School of Education of the University of Chicago, used to tell each of his graduate classes the story of the little boy, about two years old, who once fell out of bed in the middle of the night. In answer to his mother's question as to how he happened to fall out of bed, the boy answered—more profoundly than he knew—"I don't know, Ma, unless it was because I fell asleep so near to where I got in."*

Commissions and Councils

NATIONAL COUNCIL on TEACHER RETIREMENT

J. Y. SHAMBACH, 450 Education Bldg., Harrisburg, Pa., chairman, 1945

R. T. CONGDON, 152 Washington Ave., Albany, N. Y., vicechairman, 1945

JENNIE ROCH, 703 Carondelet St., New Orleans, La., secretary-treasurer, 1945

Other Executive Committee Members

L. D. BURRUS, Old Capitol Building, Olympia, Wash., 1945

HARRY M. HOWELL, 738 Chamber of Commerce Bldg., 12th and Broadway, Los Angeles, Calif., 1945

CARL LOINING, Board of Education, Administration Building, Duluth, Minn., 1945

W. H. MAC GREGOR, 711 High St., Montgomery, Ala., 1945

FRANK W. HUBBARD, director, Research Division, NEA headquarters contact

Historical background—As early as 1887 the Association advocated pensions for teachers. In 1911 there was appointed a Committee on Teachers' Salaries, Tenure, and Pensions. Under various titles committees worked on retirement problems up to 1936 when the Committee on Retirement Allowances was merged with the National Council of Retirement Systems (established in 1924) to form the present Council.

Activities in 1944-45—[1] Preparation of plans for the Buffalo convention which was canceled because of transportation conditions.

[2] Efforts to discourage the inclusion in the federal social security program of school employees who are members of a sound and more nearly adequate retirement plan.

[3] Encouragement of efforts to relieve retired school employees of the bur-

den of paying a federal income tax on incomes below a prescribed level.

[4] Assembling of material to summarize in a bulletin various significant data regarding retirement systems of school employees.

[5] Giving direct advice and aid to committees and others requesting such service.

In the 1944-45 legislative sessions new pension or retirement protection for teachers was enacted in Delaware, Iowa, Missouri, Nebraska, Oregon, South Carolina, and Tennessee. Only Idaho has no statewide system. Existing systems have been amended extensively in Illinois and Utah.

Purposes of the Council—[1] To safeguard and strengthen existing retirement systems and [2] to help to develop sound retirement plans in cities and states that desire suggestions.

We cannot expect others to hold our profession in high regard if we do not show by our action that we so hold it ourselves.—WILLARD E. GIVENS

CITIZENSHIP

WILLARD J. GRAFF, *supt of schools, Independence, Kansas, chairman, 1948*

LAURENTINE B. COLLINS, *director of Department of School-Community Relationships, Board of Education, Detroit, Mich., 1946*

EARLE T. HAWKINS, *State Department of Education, Baltimore, Maryland, 1946*

LUCY MASON HOLT, *principal, Ocean View School, Norfolk, Virginia, 1947*

CLYDE RUSSELL, *exec. secy, Maine Teachers' Assn, 14 Western Ave., Augusta*

RICHARD B. KENNAN, *associate secy, NEA Defense Commission, NEA headquarters contact*

Historical background—This committee was appointed in 1939 as the Committee on Induction into Citizenship. The NEA has had this proposal in its platform since 1932: "Provision should be made to receive all persons into citizenship with suitable ceremony." In 1940 the committee in cooperation with civic and fraternal groups secured Congressional action authorizing the President of the United States to proclaim annually the third Sunday in May as Citizenship Recognition Day commonly known as "I Am an American Day." In 1941 the name of the committee was changed to New Voter Preparation and Recognition Committee; in 1944, to Committee on Citizenship. Some two million citizens reach voting age in the United States each year—eight million new voters for each presidential election.

Activities during 1944-45—The Committee has: [1] Laid groundwork for a more effective program in the future.

[2] Worked with the nearly 500 state and local advisory members.

[3] Issued and distributed a folder, *By Each Generation*.

[4] Promoted observance of Citizenship Recognition Day, commonly known as "I Am an American Day."

[5] Held a meeting in November.

[6] Sent letters and materials to state and local advisory members.

Purposes of the committee—[1] To formulate national policies by which the NEA may encourage state and local associations in developing an effective citizenship program.

[2] To promote wider acceptance of the importance of effectively inducting new voters, both naturalized and native-born, into the privileges and responsibilities of active citizenship.

[3] To encourage interest, cooperation, participation of other organized groups working along similar lines.

[4] To identify and publicize effective programs of citizenship education.

Recommendations—[1] That a meeting of representatives of national organizations be held to discuss larger aspects of problems of citizenship education.

[2] That a publishing program in support of the committee's work be developed.

Standing Committees

CREDIT UNIONS

- L. A. PINKNEY, *teacher, Dept of Physics, Northeast HS, Kansas City, Mo.; business manager, Kansas City Teachers Credit Union, chairman, 1948*
- G. G. GUDMUNDSON, *commercial teacher, Thomas Jefferson Sr. HS, Elizabeth, N. J.; treasurer, Union County Teachers Federal Credit Union, 1947*
- H. CLAY MC GUFFEY, *Cleveland Teachers Credit Union, 877 Arcade Bldg, Cleveland 14, Ohio, 1946*
- HUGH STOUT, *treasurer-manager, Portland Teachers Credit Union, 307 Studio Bldg, Portland 5, Oreg., 1946*
- LINNIE B. WILSON, *teacher of commerce, Central HS, Tulsa, Okla.; treasurer, Tulsa Teachers Credit Union, 1946*
- FRANK W. HUBBARD, *director, Research Division, NEA headquarters contact*

Historical background—First created in 1937 as a special group, the committee was reclassified as a standing committee in 1940.

Activities in 1944-45—Plans have been made for the preparation of news notes and articles. Materials have appeared and will continue to appear from time to time in the *NEA Journal* and in NEA departmental publications.

The Advisory Committee has been asked to help increase interest and efforts of local and state associations in the promotion of the teacher credit union movement. It was also suggested that state credit union committees be appointed where they do not already exist, their purpose being to plan for ultimate complete coverage of credit union service in their respective states. The response to this has already been definite and encouraging.

Regional assignments have been given to the members of the committee to facilitate contacts with state leaders and Advisory Committee members.

Revision of Personal Growth Leaflet No. 138, *The Teachers Credit Union*, has been completed. It is now ready for distribution. Other publications are available to local teacher groups.

Purposes of the Committee—[1] To help the officers of the National Education Association and its departments develop an active interest in the teacher credit union movement.

[2] To keep the teaching profession continuously informed as to the need for and value of credit unions.

[3] To help the members of teacher credit unions to make efficient use of the facilities and resources available to them.

[4] Ultimately—to make available credit union service to every school employee in the United States.

Those who expect to reap the blessings of freedom, must, like men, undergo the fatigue of supporting it.—THOMAS PAINE

INTERNATIONAL RELATIONS

BEN M. CHERRINGTON, *chancellor, Univ. of Denver, Denver, Colo., chairman, 1948*

MRS. RACHEL EVANS ANDERSON, *Andrew Jackson Highschool, St. Albans, Long Island, N. Y., 1947*

KENNETH HOLLAND, *Office of Coordinator of Inter-American Affairs, Washington, D. C., 1947*

GRAYSON N. KEFAUVER, *Division of Cultural Cooperation, State Department, Washington, D. C., 1946*

JAMES T. SHOTWELL, *Carnegie Endowment for International Peace, 405 West 117 St., New York, N. Y., 1948*

WILLIAM G. CARR, *secretary, Educational Policies Commission, headquarters contact*

Historical background—In 1920 the Association adopted a resolution recommending the appointment of a committee to work with other countries in “the formation of international bureaus of education.” Between 1921 and 1925 the committee initiated and fostered the World Federation of Education Associations. It was first known as the Committee on Foreign Education Relations, then as the Committee To Cooperate with the World Federation of Education Associations, and finally in 1926 it was given its present title.

Activities during 1944-45—The committee sponsored public consideration thruout the United States of five crucial international issues—treatment of Germany and Japan; control of world airways; our postwar foreign trade and tariff policy; the form of postwar world organization; and establishment of an international office of education and cultural relations.

Material bearing on each of these five problems—carefully selected from such authoritative sources as the Woodrow

Wilson Foundation, the Carnegie Endowment for International Peace, the Commission To Study the Organization of Peace, the Public Affairs Committee, the United States Department of State, the National Education Association, and others—were incorporated into an international relations kit and sent to every local advisory member of the Committee on International Relations. The kit was composed of 37 items—pamphlets, books, charts, and a handbook describing ways of making the best use of the kit material.

In addition, recorded talks on each of the five topics were made available on request. These recordings included addresses by Wayne Parrish, editor of *American Aviation*; Eric A. Johnston, president of the United States Chamber of Commerce; Raymond B. Fosdick, president of the Rockefeller Foundation; Clark M. Eichelberger, director, Commission To Study the Organization of Peace; Dean Mildred Thompson of Vassar College; and Ben M. Cherrington, chairman of the Committee on International Relations.

The 330 Advisory Committee members reported nearly 50,000 people in attendance at over 1000 meetings held to discuss problems of international relations. These members worked in close cooperation, thru their local associations, with other community groups in planning public meetings, study groups, and radio presentations. Such groups as the United Nations Association, the American Association of University Women, the League of Women Voters, the Business and Professional Women's Club, Rotary, Kiwanis, Lions, and other organizations cooperated with teachers associations in arranging public forums, lectures, panel discussions, debates, and, in smaller groups, individual reports and general discussions.

Local radio stations broadcast many or all of the recordings and made available meeting rooms and record players to groups lacking proper equipment.

Schools and colleges made extensive use of the kit and the recordings. The materials were used in school assemblies and commencement programs, in classroom discussions, reports and term papers, in study clubs, as source material for preparing radio scripts and for library reference materials.

The committee underestimated the ex-

tent of interest in international affairs on the part of the American public. As a result, the committee received twice as many requests for the kit as it had anticipated. Additional kits were assembled using as many of the original kit materials as were available and substituting other materials where necessary. Until the supply was exhausted, these kits were sent out in the order that the requests were received.

Many of the participating groups have followed study with action. Formal resolutions on international issues have been adopted and sent to Senators, Congressmen, and delegates to the San Francisco convention; a study of international problems has been incorporated into courses of study; and more widespread participation by teachers in community organizations concerned with international relations has taken place.

The committee will continue its work of stimulating and facilitating the study of international relations by American teachers.

Purposes of the Committee—[1] To work toward a world community thru universal education.

[2] To stimulate and facilitate the study of international relations by American teachers.

OUR GENERATION KNOWS, as no generation before it has ever known, that peace must be made. If we mean when we talk of peace that nothing this time will stop us from making peace—that neither lies nor deceptions nor tricks nor our own weariness will prevent us—if we mean this we can speak of peace to the living and dead without shame. For nothing is true or honest in the talk of peace but our own purpose. And the choice is ours.

—ARCHIBALD MAC LEISH

PROFESSIONAL ETHICS

VIRGIL M. ROGERS, *supt of schools, River Forest, Ill.*, chairman, 1947

PEARL DONOHO, *3518 Burt St., Omaha, Nebr.*, 1946

MARIE ERNST, *2903 Russell Blvd, St. Louis, Mo.*, 1948

LILLIAN GRAY, *State College, San Jose, Calif.*, 1948

W. H. LEMMEL, *supt of schools, Wilmington, Del.*, 1946

T. D. MARTIN, *director, Membership Division, NEA headquarters* contact

Historical background—A committee appointed in 1924 developed a code of ethics officially adopted by the Association in 1929. Subsequent committees have revised the code and promoted its use among local and state groups. In 1941 the committee was reorganized and authorized "to take appropriate action on such cases of violation of the Code as may be referred to it."

Activities in 1944-45—[1] Publication of 40,000 copies of Personal Growth Leaflet 135, "Ethics for Teachers—the NEA Code," the ethics poster, and "References on Ethics for the Teaching Profession" for free distribution to individuals, prospective teachers, and state and local ethics committees and study groups.

[2] An "information report blank" sent to members of the NEA Advisory Committee on Professional Ethics and other educational leaders, requesting cooperation in publicizing standards of the profession and securing improvement, adoption, and enforcement of codes of ethics. Reports have been returned in encouraging numbers.

[3] Preparation and publication of articles in the *NEA Journal*: "Make Ethics Dynamic," by Virgil M. Rogers, Feb. 1945, and "Applied Ethics," by Lillian Gray, Apr. 1945.

[4] Preparation of articles featuring professional ethics in state and local professional magazines.

[5] Letters to leaders in the profession, requesting them to suggest, in cooperation with students or associates, improvements in the NEA Code.

[6] Letters to textbook publishers requesting inclusion of discussion of professional ethics in textbooks for prospective teachers.

[7] Letters to the chairmen of state associations of schoolboard members enclosing copies of the NEA Code of Ethics and inviting cooperation in publicizing and enforcing standards of the profession.

[8] Letters to officers of the American Association of Teachers Colleges requesting them: to assist in development of units of study regarding professional organizations, including material on professional ethics; and to facilitate distribution of the Code and the Code Poster to prospective teachers.

[9] Preparation by the NEA Research Division and Department of Classroom Teachers of a discussion pamphlet on professional ethics for use of local associations. To be published.

[10] Requested the NEA Commission for the Defense of Democracy thru Edu-

cation to investigate complaints received regarding certain practices prevailing in the Chicago school system.

[11] More than 500 chairmen of state and local ethics committees now constitute the NEA Advisory Committee on Professional Ethics.

Purposes of the Committee—[1] To promote better understanding of ethical

practices among classroom teachers, administrators, and schoolboard members. [2] To prepare units of work on ethics and make materials available to teachers, teachers colleges, administrators, and publishers of textbooks. [3] To help increase the use of ethical procedures in all aspects of professional employment. [4] To handle cases state committees refer to it.

ETHICS *for* TEACHERS

A condensed statement of the NEA Code

The teacher should be courteous, just, and professional in all relationships.

Desirable ethical standards require cordial relations between teacher and pupil, home and school.

The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.

The teacher should strive to improve educational practice thru study, travel, and experimentation.

Unfavorable criticism of associates should be avoided except when made to proper officials.

Testimonials regarding the teacher should be truthful and confidential.

Membership and active participation in local, state, and national professional associations are expected.

The teacher should avoid indorsement of all educational materials for personal gain.

Great care should be taken by the teacher to avoid interference between other teachers and pupils.

Fair salary schedules should be sought and when established carefully upheld by all professionals.

No teacher should knowingly underbid a rival for a position.

No teacher should accept compensation for helping another teacher to get a position or a promotion.

Honorable contracts when signed should be respected by both parties and dissolved only by mutual consent.

Official business should be transacted only thru properly designated officials.

The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.

Professional growth should be stimulated thru suitable recognition and promotion within the ranks.

Unethical practices should be reported to local, state, or national commissions on ethics.

The term "teacher" as used here includes all persons directly engaged in educational work.

ADDITIONAL COPIES OF THIS STATEMENT AND OF THE COMPLETE CODE (WHICH APPEARS ON PAGE 129) MAY BE SECURED FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET NORTHWEST, WASHINGTON 6, D. C.

TAX EDUCATION and SCHOOL FINANCE

J. R. MAHONEY, *Univ. of Utah, Salt Lake City, Utah*, chairman, 1946

C. HERMAN GROSE, *supt of schools, Erie, Pa.*, 1948

MONROE MELTON, *supt of schools, Normal, Ill.*, 1947

EDGAR L. MORPHET, *Dept of Education, Tallahassee, Fla.*, 1948

WINIFRED NEWMAN, *asst supt, Kanawha County Schools, Charleston, W. Va.*, 1947

FRANK W. HUBBARD, *director, Research Division, NEA headquarters* contact

Historical background—To offset indiscriminate campaigns to cut taxes without regard to social needs the Association in 1938 appointed a Committee on Tax Education. In 1941 the title and field of the committee was broadened to include school finance.

Activities in 1944-45—Improvements have been made in the statement of the principles of school organization and finance that was developed thru a series of conferences and subsequent correspondence with economists and school administrators the previous year. On the framework of these principles, the material has been assembled in manuscript form to show the present conditions and the improvements that must be made to provide for effective systems of raising and distributing revenue to finance education on the local and state levels. This report will be available later in printed form for distribution thruout the country.

Regional and state conferences have been held with state educational leaders, economists, and public officials during the year at Spokane; Portland, Oregon; Denver; Salt Lake City; Reno; San Francisco; and Los Angeles. Delegates from all of the Western states were present at one or more of these conferences

At each conference there was a critical analysis of the present school finance systems of the states represented in the light of the statement of principles that had previously been formulated. At each conference a definite project was instituted to develop a comprehensive statement of an acceptable program for financing the schools of that state. This will involve a plan of reorganization of the local school districts for most states, the improvement of the property tax base for the local support of the enlarged districts, the development of an economically sound and adequate program of state taxation, and the adoption of an effective policy of distributing state funds to local school districts. The formulation of this program is to be undertaken by a committee in each state working in cooperation with the NEA Committee on Tax Education and School Finance, and with possibly additional regional conferences to improve the results.

The committee has been conducting intensive research on the relation of public lands to the financial support of education. These studies have included both the federal lands and the extensive holdings of public-school lands in the eleven Western states. A Western states confer-

ence is planned for the early part of June to develop a sound, cooperative program for securing and utilizing funds from these extensive federal lands for the financial support of education. Improvements in the administration of the large acreages of common school lands will form another part of the program. This conference will be held at Salt Lake City and delegations from all of the Western states are planning to attend.

The Association published two studies for the Committee: *Extent of Schooling of the American People* and *Extent of Schooling of the Rural-Farm Population and the Urban Population*. These studies were based on research work carried on

by the Committee during the previous year. These publications have been widely circulated over the country and show great need for improving our educational offerings.

Purposes of the committee—[1] To promote cooperative thinking with respect to school aspects of tax education and public finance.

[2] To cooperate with the states in planning and adopting effective systems of local and state finance.

[3] To develop materials designed to help educators and laymen to understand the problems of taxation and school finance.

THE GREATEST stimulus that can be given to the human spirit is to serve notice upon it that its achievements are to be limited solely by its own native power, . . . that neither birth nor family prestige will count for much, and that humble birth and lack of prestige are no handicap to the person of ability and industry. This has made the typical American a model of energy. Our public-school system has provided him a free chance to train whatever native ability he possessed.

—THOMAS NIXON CARVER AND HUGH W. LESTER

THANK GOD FOR LEADERS—The business of leaders is to lead, not merely to occupy places of leadership which others have established. Every noble achievement was at first impossible. It was impossible because it is difficult for the human mind to accept a new idea. The business of leaders is to help people feel at home in the presence of new ideas.—NEA JOURNAL

TEACHER PREPARATION and CERTIFICATION

JEAN ARMOUR MAC KAY, *librarian, Angell School, 121 Highland Avenue, Highland Park, Mich., chairman, 1946*

H. J. ANTHOLZ, *supt of schools, Spooner, Wis., 1947*

W. E. PEIK, *dean, School of Education, University of Minn., Minneapolis, 1948*

HAROLD W. SMITH, *supt of schools, Glendale, Ariz., 1948*

M. MARGARET STROH, *chairman, English Division, Wilson Teachers College, Wash., D. C., 1947*

JOY ELMER MORGAN, *director, Division of Publications, NEA headquarters contact*

Historical background—Hand in hand with the National Education Association's work in behalf of higher salaries for teachers has gone its insistence upon higher standards of qualification and certification. Discussion of the subject goes back to 1858, the year after the NEA was founded.

Most notable headway was made in the years following World War I, when the NEA impressed upon public and professional consciousness the fact that 300,000 teachers had no education beyond highschool and between 50,000 and 100,000 had none beyond the eighth grade. The Association's recommendation in 1920 that teacher education should consist of a minimum of four years' carefully planned preparation, beyond graduation from a four-year highschool, was widely influential in raising standards within the states.

Reports gathered in 1931 by the NEA Research Division from 1482 cities showed that only 6 percent of them required a course of 4 years or more for newly appointed teachers in the elementary schools, whereas in 1941 out of 1760 cities reporting, 63 percent required four

years or more of preparation for newly appointed teachers. This rapid rise has been slowed by the war, but may be expected to continue afterward.

In 1937 a Committee on Supply, Preparation, and Certification of Teachers was created by the Representative Assembly to study the problem of adjusting the supply of adequately trained teachers to the demand for teachers. After the committee had made its study and recommendations on teacher supply and demand, in 1941 it recommended its discharge and creation of a Committee on Teacher Preparation and Certification. This action was taken at the 1941 convention.

The magnitude and diversity of the problem faced by the committee are seen in the following facts reported by Benjamin W. Frazier, senior specialist in teacher training, United States Office of Education. In 1939 there were 1196 higher institutions of all types approved by state departments of education for teacher education and certification; 319 or 27 percent were under the direct administrative control of the states; 65 percent privately controlled; and 8 percent

controlled by city or school districts. In addition to the higher institutions, there were still 51 county normal schools in Michigan and Wisconsin; and 473 teacher-training highschools in Iowa, Kansas, Minnesota, Missouri, Nebraska, and Wyoming.

World War II complicated the problem further. In 1941-42 the public elementary and secondary schools employed 926,890 teachers; since that year the total number of teaching positions has declined by 58,000. Since Pearl Harbor about 280,000 teachers have left the profession. Where in 1941-42 about one in 200 teachers was employed on a temporary certificate, in 1944-45 nearly one in ten has a substandard emergency certificate. The committee has developed material and has helped state associations, state departments, and teacher-preparing institutions in their teacher-recruiting campaigns.

Some 60,000 to 80,000 new teachers are required in the United States each year. This figure has tended to go down as preparation becomes more thoro and teachers remain longer in the service.

Activities during 1944-45—The committee held a meeting October 1-2, 1944, with all members present. The committee:

[1] Worked out a tentative plan for a permanent Commission on the Professional Education of Teachers, School Administrators, and Youth Leaders, described in Teacher Preparation Letter Number I.

[2] At the request of the NEA Executive Committee is inaugurating the

Horace Mann Sesquicentennial to be observed during 1946.

[3] Called attention to problems in the field of teacher preparation and certification, particularly that of teacher recruiting.

[4] Kept in touch with its 499 advisory members in state and local associations thru Teacher Preparation Letters and individual correspondence.

[5] Is working on a list of major issues in teacher education.

Recommendations—The Committee has [1] Recommended a restatement of that part of the NEA platform relating to teacher preparation.

[2] Proposed to the Association and the profession that there be created a permanent Commission on the Professional Education of Teachers, School Administrators, and Youth Leaders which adequately financed and with a staff of its own at NEA headquarters would speak for the whole profession in matters of establishing standards and accrediting institutions which prepare teachers; school administrators; school librarians; youth leaders; educational personnel in social work, guidance, health education and service, school nursing, adult education, recreation, vocational education, juvenile court service, and other educational fields; and of recruiting, selection, preparation, certification, placement, accounting, and inservice training in these various fields.

The Committee recommends that the commission when it is established should include representatives from every important branch of the educational service.

TENURE and ACADEMIC FREEDOM

H. B. ALLMAN, *supt of schools, Muncie, Ind.*, chairman, 1948

HELEN T. COLLINS, *principal, Lovell School, New Haven, Conn.*, 1947

J. CONSTANCE KINGAN, *309 East University St., Royal Oak, Mich.*, 1946

J. C. SHANKLAND, *Argentine Highschool, Kansas City, Kans.*, 1948

ANNE SUTHERLAND, *1385 Burdette Ave., Cincinnati, Ohio*, 1946

DONALD DUSHANE, *secy, Natl Commission for the Defense of Democracy thru Education*, NEA headquarters contact

Historical background—In 1911 the Association appointed a committee to study salaries and living costs. The work of the committee was broadened in 1919 to include tenure and pensions. In 1923 the committee was reorganized as the Committee of One Hundred on Problems of Tenure and after 1933 has operated as the Committee on Tenure. The Association appointed a Committee on Academic Freedom in 1935. Since the work of the two committees often overlapped, they were merged under the present title in 1944.

Activities during 1944-45—This Committee has served the Association by sponsoring studies on both tenure and academic freedom and by investigating promptly all cases in which the rights of teachers have been violated. Hearings and impartial investigations have been conducted to determine the pertinent facts in eight cases now pending before the committee.

Publications sponsored by the committee are of two types. The first and most important are the research studies prepared in cooperation with the NEA Research Division. Four such studies have been issued in bulletin form during

the past year. They are [1] *Court Decisions on Teacher Tenure Reported in 1944*, [2] *Teachers' Contracts—Principles and Practices*, [3] *Teachers' Oaths—Statutory Requirements and Oath Forms*, and [4] *State Minimum-Salary Standards for Teachers, 1944*. The second type consists of articles and news items prepared for professional journals, addresses delivered at professional meetings, and the annual report. They cover a rather wide range of interests.

Also the committee has cooperated with the Department of Classroom Teachers in preparation of a discussion bulletin on tenure for teachers.

Seven topics are under consideration for studies to be completed for the year 1945-46. The Committee will welcome any suggestion from the membership of topics that are of general interest and are worthy of special study.

Most prominent and widely known of the currently active cases is that of Kate Frank of Muskogee, Oklahoma. In May of 1943 when Miss Frank was refused reappointment without stated cause or reason the profession rallied to the support of Miss Frank in her battle to win reinstatement. At the beginning of the

second semester of the current year Miss Frank was restored to her position in the Muskogee schools. Teachers thruout the nation are rejoicing with the committee that Kate Frank has won her case. She deserves the major share of the credit for the victory. She "carried on" her community work in a courteous and dignified manner which won and held the respect of everyone. The special tract entitled *You're Fired* should now be supplemented with a sequel *You're Rehired*. A series of conferences was planned to coincide with the area meetings of the American Association of School Administrators but ODT regulations required their cancellation.

The interests of tenure and academic freedom are supported in each state by

an Advisory Committee cooperating with the committee. The Advisory Committee members serve both as ambassadors of goodwill and as listening sentinels ready to report any infringement of tenure or to assist in evolving new legislation.

Purposes of the committee—[1] To investigate cases where teachers have been unjustly dismissed for the purpose of seeking a just and reasonable settlement of the situations.

[2] To foster the enactment of tenure legislation.

[3] To prepare and to publish materials helpful in developing professional and lay understanding of tenure and in promoting the improvement of tenure legislation and procedures.

We become professional men, and especially teachers—for I regard teaching as the greatest of the professions—because we wish to exercise our powers, with a view to benefiting the community, and in loyalty to a growing brotherhood. These three controlling purposes, however darkly expressed here, set a sharp contrast between the mental attitudes of the professional and the commercial man.—GEORGE HERBERT PALMER

We cannot as teachers consistently urge statesmen to create a better world for the future unless we are willing to plan and make sacrifices for our own profession.—J. W. STUDEBAKER

NEA and AMERICAN LEGION

Representing NEA

PAUL WAMSLEY, 101 Hertel Ave., Buffalo, N. Y., chairman, 1950

M. R. DODD, *asst supt of schools, Charleston, W. Va.*, 1949

EDWARD E. KEENER, *John Hay School, Chicago, Ill.*, 1948

GLENN W. TODD, *Lewiston State Normal School, Lewiston, Idaho*, 1947

FRED W. YOUNG, *supt of schools, Merigold, Miss.*, 1946

BELMONT FARLEY, *director, Public Relations, NEA headquarters* contact

Representing American Legion

HOMER L. CHAILLAUX, *National Headquarters, American Legion, Indianapolis, Ind.*

ROY M. HAYES, 21 High St., Houlton, Maine, 1945

JAMES F. O'NEIL, 351 Chestnut St., Manchester, N. H.

W. C. SAWYER, *War Relocation Authority, Gila River Project, Rivers, Ariz.*

R. WORTH SHUMAKER, *Natl Headquarters, American Legion, Indianapolis, Ind.*, 1945

Historical background—The work was begun by an NEA committee in 1921. In 1938-39 it was authorized to cooperate with the American Legion in obtaining federal aid. It was continued in 1941 for a three-year period. After reorganization of committees in 1944 it conformed to the usual pattern of five members appointed by each organization.

Activities in 1944-45—The outstanding accomplishments of the year include: [1] Establishment of greater confidence and a more constructive working relationship between the two organizations.

[2] Revitalization of the Legionnaire-Schoolmen's clubs as a means for diffusion of information and promotion of programs of mutual interest such as physical fitness, Americanism, GI education, child welfare, and improved educational facilities for all youth.

[3] Consideration and serious study of the present financial crisis in education and the proposal relative to universal

military training. Recommendations on both questions were referred to Executive Committees of the two groups.

Recommendations and plans—The Committee recommends: [1] Every effort be made to develop closer working relationships between the two organizations by making available to each other publications of its affiliated groups.

[2] The NEA and the American Legion should continue the successful policy of inviting their respective executive heads to speak at the national conventions of each other and the same practice encouraged in state and local organizations.

[3] The two organizations can fruitfully contribute to a better America by cooperating in a program of living war memorials such as swimming pools, playgrounds, assembly halls, and libraries.

[4] Adequate clerical help be provided to develop a broad constructive program thru Legionnaire-Schoolmen.

Joint Committees

NEA and AMERICAN LIBRARY ASSOCIATION

Representing NEA

MILDRED ENGLISH, *State College for Women, Milledgeville, Ga., 1948*
THOMAS H. FORD, *supt of schools, Reading, Pa., 1949*
B. LAMAR JOHNSON, *Stephens College, Columbia, Mo., 1947*
B. C. B. TIGHE, *Senior Highschool, Fargo, N. Dak., 1946*
IVA A. WINTERFIELD, *Technical Highschool, Omaha, Nebr., 1950*
FRANK W. HUBBARD, *director, Research Division, NEA headquarters contact*

Representing ALA

MARGARET CLEAVELAND, *John Adams Highschool Branch, Public Library, Cleveland, Ohio, chairman, 1945*
SUE HEFLEY, *State Dept of Education, Baton Rouge, La., 1945*
SARAH L. JONES, *State Dept of Education, Atlanta, Ga., 1945*
MARJORIE L. SCHRAMLING, *librarian, Highschool, 4600 West Olympic Blvd., Los Angeles, Calif, 1945*
MRS. CAROLINE R. SIEBENS, *librarian, Highschool Branch, Public Library, Brookline, Mass., 1945*

Historical background—This committee was first appointed as a special committee in 1931-32. Its membership has varied from six to twelve members. In the 1944 reorganization of committees it assumed the regular pattern of joint committees.

Activities in 1944-45—The committee arranged for the compilation by the Fulton County schools of Georgia of the list of the best children's books of 1944-45 published in the *NEA Journal* of November 1945. Arrangements are now being made for a public library to compile the 1945-46 list.

The committee has considered what the teacher-training institutions are doing to inform teachers about children's books and to educate them to use school libraries when they start their teaching careers. It is also working on a list of book

selection aids in order to help those who buy books for elementary schools, nursery schools, and child-care centers. Progress is being made on both these studies tho we can not report the completion of either project at this time.

A study of teacher librarians which we hoped to undertake this year has had to be postponed.

The Committee arranged with Mildred Nickle, president of the Illinois Association of High School Librarians, to give advisory service at the Chicago meeting of the AASA. Cancellation of the meeting prevented us from giving this service.

Individual members of the Committee were asked to criticize the pamphlet, *School Libraries for Today and Tomorrow*, which was published by the American Library Association.

NEA and AMERICAN MEDICAL ASSOCIATION

Representing NEA

- LOUIS R. BURNETT, *Board of School Commissioners, Baltimore, Md.*, 1950
ANNE S. DUGGAN, *Tex. State College for Women, Denton, Tex.*, 1946
BERNICE MOSS, *Calif. State Dept of Public Health, San Francisco, Calif.*, 1949
N. P. NIELSON, *Univ. of Utah, Salt Lake City, Utah*, 1947
WILLIS A. SUTTON, *Board of Education, Atlanta, Ga.*, 1948
BEN MILLER, *exec. secy, American Association of Health, Physical Education, and Recreation*, NEA headquarters contact

Representing AMA

- THURMAN B. RICE, *3167 North Delaware St., Indianapolis, Ind.*, chairman, 1949
W. W. BAUER, *director, Bureau of Health Education, American Medical Assn.*, 535
North Dearborn St., Chicago, Ill., 1947
ALBERT J. CHESLEY, *Minn. Dept of Health, St. Paul, Minn.*, 1948
GLENNVILLE GIDDINGS, *478 Peachtree St., N. E., Atlanta, Ga.*, 1946
GEORGE S. LYON, *Huntington, W. Va.*, 1945

Historical background—Originally appointed in 1911 under the title Committee on Health Problems in Education to cooperate with a similar committee of the AMA. The two soon became the Joint Committee on Health Problems in Education. In 1921 the Joint Committee absorbed the Health Committee of the National Council of Education and was reorganized in its present pattern.

Activities in 1944-45—At the March 1944 meeting the problem of who should make health examinations and inspections at different age levels and at different grades of thoroughness was discussed at some length, the final report to be made at the next committee session.

The matter of the problems of the hard-of-hearing school child was considered as was also the conservation of eyesight. A study was made as to the use of ultraviolet disinfection lamps.

The committee passed a resolution whereby they strongly endorsed the teaching of basic human biology as a preparation for health and hygiene classes to be given later. It was felt that much of the ineffectiveness of the teaching of health and hygiene was due to the fact that the teachers in the normal schools and the children in the high-schools were not in a position to understand the health teaching for the reason that they did not understand the basic underlying human biology.

Attention was called to the actual and potential effects of food rationing on the supply and serving of foods in school cafeterias. The matter of posture was discussed at some length in relation to school desks and other school affairs. It was decided that further study of this important matter should be made and report be presented to the parent organizations.

Joint Committees

NEA and AMERICAN TEACHERS ASSOCIATION

Representing NEA

S. L. SMITH, *George Peabody College for Teachers, Nashville, Tenn.*, chairman, 1946
P. H. EASOM, *State Dept of Education, Jackson, Miss.*, 1948
AMY HINRICHS, *principal, Robert E. Lee School, New Orleans, La.*, 1949
N. C. NEWBOLD, *State Dept of Education, Raleigh, N. C.*, 1947
RUTH M. WILLIAMS, *Winthrop College, Rock Hill, S. C.*, 1950
HOWARD A. DAWSON, *director, Division of Rural Service, NEA headquarters* contact

Representing ATA

JOHN H. BRODHEAD, *1239 North 57th St., Philadelphia, Pa.*, 1945
AMBROSE CALIVER, *U. S. Office of Education, Washington, D. C.*, 1948
WALTER N. RIDLEY, *Virginia State College, Ettrick, Va.*, 1947
H. COUNCIL TRENHOLM, *State Teachers College, Montgomery, Ala.*, 1949
MARY L. WILLIAMS, *1011 Second Ave., Charleston, W. Va.*, 1946

Historical background—This committee, authorized by the Executive Committee in 1926 under the title Committee on Educational Problems in Colored Schools, was continued by the Representative Assembly in 1927. In 1928 it became a joint committee of the NEA and the National Association for Teachers in Colored Schools which became the American Teachers Association in 1939.

Activities in 1944-45—The committee met in the NEA headquarters in December 1944 with all members present.

[1] *Textbook materials*—Many publishers of textbooks and library books have been contacted to secure the cooperation of authors and publishers. Responses have been excellent.

[2] *Motion pictures and radio*—The committee has contacted various educational and commercial film production agencies to stimulate inclusion of Negroes in films depicting American life and culture as well as the production of

a special commercial film on the life of George Washington Carver. Messages of praise have been sent to broadcasters when fair and democratic reference to Negroes were included. Contacts have been made with broadcasters giving suggestions on ways in which Negroes might be integrated in future programs. We have cooperated with the Institute on Education by Radio at Ohio State University, the *Journal of Negro Education*, and the Southern Regional Council.

[3] *Race relation courses for teachers*—The chairman reports progress of this new subcommittee project based on the first report a year ago which was published in the 1944 NEA *Proceedings*. Work will continue in cooperation with state departments of education and teachers colleges.

[4] *Federal aid for education*—Progress is being made in getting in touch with important leaders and organizations soliciting their support.

NEA and NATIONAL CONGRESS of PARENTS AND TEACHERS

Representing NEA

MRS. MARY L. HOLLISTER, *principal, Benjamin Harrison School, 520 West 40th St., Kansas City, Mo., 1946*

MASON STRATTON, *director, Elementary Education, Public Schools, Atlantic City, N. J., 1947*

JULIA E. SULLIVAN, *classroom teacher, 21 Wade St., Brighton, Mass., 1948*

CHARL ORMOND WILLIAMS, *director of field service, NEA headquarters contact*

Representing NCPT

AGNES SAMUELSON, *executive secy, Iowa State Teachers Assn, 415 Shops Bldg, Des Moines, Iowa, chairman, 1945*

HOWARD V. FUNK, *vicepresident, NCPT, Bronxville, N. Y., 1945*

MRS. WILLIAM A. HASTINGS, *president, NCPT, 2241 Hollister Ave., Madison, Wis., 1946*

Historical background—The committee was authorized by the Representative Assembly in 1929. It has ranged in membership from six to 51 persons. It was reorganized as a committee of six in 1939.

Activities in 1944-45—In 1943-44 the committee recommended the setting up of state councils to make possible cooperative guidance in planning to meet war and postwar needs in education. In 1944-45 the committee has initiated plans to prepare and distribute a 16-page leaflet dealing with several major areas

in educational reconstruction. The tentative title is *Education Looks Toward Tomorrow—Some Problems Along the Way*.

Five subjects are to be treated in this outline—adjusting the school program to meet peacetime needs, community and school relationships, federal relations to education, education in the postwar world, and the interpretation of education, the publication which will be ready for distribution to schools and local PTA units at the opening of the new school year.

LET US set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people. Let us know that the race moves forward thru its children and, by the grace of Almighty God, setting our faces toward the morning, dedicate ourselves anew to the welfare of childhood.

Convention Committees

AUDITING

H. A. ALLAN, *director, Business Division*, NEA headquarters contact

This committee consists of three members appointed by the President shortly before the convention. The committee examines the detailed reports of the certified public accountants, who are employed with the approval of the Presi-

dent of the Association for a full and complete audit of all Association accounts. A report on this audit is made to the Representative Assembly. (Standing Rules 9 and 14)

BUDGET

C. MARGUERITE MORSE, *Clearwater Highschool, Clearwater, Fla.*, chairman, 1947

L. FRAZER BANKS, *supt of schools, Birmingham, Ala.*, 1947

MRS. D. EDNA CHAMBERLAIN, *Board of Education, Tulsa, Okla.*, 1948

EVERETT J. MC INTOSH, *62 Front St., Weymouth, Mass.*, 1946

JOHN R. RUSHING, *343 East 52nd St., Seattle, Wash.*, 1948

H. A. ALLAN, *director, Business Division*, NEA headquarters contact

The committee consists of five members elected by the Board of Directors from its elected membership for three-year rotating terms. The committee meets in the NEA building at Washington, D. C., in June after the close of the fiscal year, May 31. A budget for the

ensuing year is prepared and submitted for approval of the Board of Directors. After the budget is approved, the chairman of the committee presents it to the Representative Assembly for final consideration and action. (Standing Rule 8)

BYLAWS AND RULES

AGNES SAMUELSON, *exec. secy, Iowa State Teachers Association, 415 Shops Bldg, Des Moines, Iowa*, chairman, 1946

MRS. W. L. CARSON, *Box 436, Beaufort, S. C.*, 1948

GERTRUDE MC COMB, *1927 South 6th St., Terre Haute, Ind.*, 1950

LT. JOHN RUSINKO, *USNR, Utility Squadron No. 9, FPO, San Francisco, Calif.*, 1947

MARY E. TITUS, *629½ 11th Ave., Huntington, W. Va.*, 1949

HARRIETT M. CHASE, *chief asst to the secy*, NEA headquarters contact

As provided in Article VI, Section 6 of the Bylaws, this committee of five is charged with the responsibility of facilitating the business meetings of the Representative Assembly. It acts in an

advisory and interpretative capacity, relative to parliamentary and convention procedures. Each NEA President, in July after assuming office, appoints one new member to serve for five years.

CREDENTIALS

L. E. ZEIGLER, *supt of schools, Columbia, Mo.*, chairman

HARRIETT M. CHASE, *chief asst to the secy*, NEA headquarters contact

This committee, consisting of one representative from each state, chosen for a term of one year by members of the state delegations, is called to order by the chairman for the previous year. A chairman for the following year and a subcommittee of four are elected. After due

consideration of the report made by the staff member in charge of delegate registration on the number of delegates registered up to that time, the committee recommends that "all delegates properly certified be seated." (Standing Rule 11)

ELECTIONS

H. A. ALLAN, *director, Business Division*, NEA headquarters contact

This committee, made up of from eight to ten members, including a chairman, appointed by the President shortly before the annual convention, is responsible for

the procedures of voting and for counting the ballots. The chairman reports the results of the election at the final meeting of the Association. (Standing Rule 4c)

NECROLOGY

A. L. BURGOON, *supt of schools, Diamondville, Wyo.*, chairman, 1946

DOROTHEA M. ENGEL, *McMichael Intermediate School, Detroit, Mich.*, secretary, 1946

HARRIETT M. CHASE, *chief asst to the secy*, NEA headquarters contact

This committee consists of one representative from each state chosen by the state delegation to serve for the following year. The committee compiles a list of all members of the Association who have passed away during the year, sub-

mits this list to the executive secretary of the Association for publication in the annual volume of *Addresses and Proceedings*, and at the annual meeting conducts a brief memorial service for the departed members. (Standing Rule 13)

RESOLUTIONS

DAVID KIRBY, *dean, Concord College, Athens, W. Va.*, chairman, 1946

MRS. LILA R. MARSHALL, *1506 West Cincinnati, San Antonio, Tex.*, vicechairman, 1946

GLENN W. MOON, *1253 High Ridge Road, Stamford, Conn.*, secretary, 1946

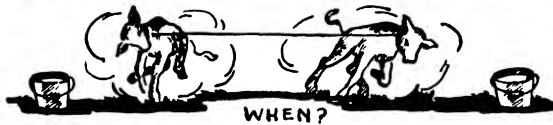
S. D. SHANKLAND, *exec. secy, American Assn of School Administrators*, NEA headquarters contact

This committee consists of one member from each state, chosen by the vari-

ous state delegations to serve for the following year. It is the function of the

committee to make recommendations to the Representative Assembly on questions "national in scope and educational in nature," for the public pronouncement of

the general policies of the Association. General policies which have been the subject of resolutions in previous years have been gathered together into the Platform.



NEA DEPARTMENTS

DURING ITS FIRST 13 years the Association met as one body, without subdivisions, all addresses being made before the entire Association. By creation of departments the NEA developed a satisfactory method of meeting the special as well as the general needs of educators.

The first departments of the National Education Association were created in 1870. At the Cleveland convention of that year two organizations which had grown up separately united with the National Teachers' Association to form the National Educational Association. These organizations were the National Association of School Superintendents, organized in 1865, and the American Normal School Association, organized in 1858. Other departments were formed for elementary and higher education.

Since 1870 departments have been admitted into the Association family from time to time, until in 1945-46 there are 28, listed on succeeding pages of this *Handbook*.

The trend toward alignment of the various subjectmatter groups with the Association is an encouraging one, for on unified professional organization rests, to a great extent, the responsibility for educational advance.

In 1922 the NEA Department of Super-

intendence (now the American Association of School Administrators) brought an executive secretary and staff to headquarters. Nine other departments have since followed the example of the superintendents:

The Department of Elementary School Principals in 1931.

The National Association of Deans of Women in 1931.

The Department of Supervisors and Directors of Instruction (now the Department of Supervision and Curriculum Development) in 1936.

The American Association for Health, Physical Education, and Recreation in 1937.

The National Association of Secondary-School Principals in 1940.

The National Council for the Social Studies in 1940.

The NEA Department of Classroom Teachers in 1940.

The Department of Higher Education in 1944.

The affairs of the Department of Rural Education are administered by the Division of Rural Service, established at headquarters in 1936. The director of this division serves as executive secretary of the department.

*"Ahl what would the world be to us,
If the children were no more?
We should dread the desert behind us
Worse than the dark before."*

—HENRY WADSWORTH LONGFELLOW.

ADULT EDUCATION

President—ROBEN J. MAASKE, *president, Eastern Oregon College of Education, La Grande, Oreg.*

Vicepresident—PERRY L. SCHNEIDER, *asst. to the director of evening schools, New York City Public Schools, 110 Livingston St., Brooklyn 2, N. Y.*

Secretary—EMERY W. BALDUF, *chief, School-College Unit, Salvage Division, War Production Board, Washington, D. C.*

Editor—LELAND P. BRADFORD, *chief of training, Federal Security Agency, 4th and Independence Ave. S.W., Washington 25, D. C.*

NEA headquarters contact—S. D. SHANKLAND, *executive secretary, American Association of School Administrators*

Dues—\$1.50

Membership—1600

Historical background—In 1921 more than 5,000,000 immigrants in the United States could not speak, read, or write English and more than 2,000,000 could not read or write any language. This challenge brought about founding of the NEA Department of Immigrant Education that year. In 1924 the name was changed to the Department of Adult Education. The nature of its work has broadened correspondingly. The Department now works for the development and adequate support of adult education on the national scene and cooperates with state and local organizations in promoting adult education. Its members are teachers and administrators of adult education and other interested educators and laymen.

Activities during 1944-45—State coordinators for the department have been actively at work in every state and the District of Columbia. Membership is on the increase.

Other achievements:

[1] Publication of the bimonthly *Adult Education Bulletin*.

[2] Appointment of working committees on developmental program for the Department of Adult Education; revision of the *Adult Education Manual*; federal and state legislation.

[3] A strong working organization of regional vicepresidents and state coordinators has been accomplished.

Recommendations and plans—[1] Tentative plans are being made for a national multiconference with the American Association for Adult Education, National Association of University Extension Directors, and the American Association of Evening Colleges to explore formulation of policies for a correlated program of adult education.

[2] Appropriate action will be taken on recommendations of committees now at work, anticipating expansion in serving more effectively needs of adults, returning veterans, and out-of-school youth.

AMERICAN ASSOCIATION for HEALTH, PHYSICAL EDUCATION, and RECREATION

President—WILLIAM L. HUGHES, *professor of health and physical education, Teachers College, Columbia Univ., N. Y.*

President-elect—HELEN MANLEY, *public schools, University City, Mo.*

Past-president—AUGUST H. PRITZLAFF, *Board of Education, Chicago, Ill.*

Vicepresident, health education—DOROTHY NYSWANDER, *Inter-American Educational Foundation, Inc., Office of Inter-American Affairs, Wash., D. C.*

Vicepresident, recreation—CARL L. NORDLY, *University of Minnesota, Minneapolis*

Vicepresident, physical education—HARRY A. SCOTT, *Brooklyn College, Brooklyn, N. Y.*

Executive secretary-treasurer—BEN W. MILLER, *1201 Sixteenth St. N. W., Wash. 6, D. C.*

District Representatives

Central—WILLARD N. GREIM, *Board of Education, Denver, Colo.*

Eastern—WILLIAM F. MEREDITH, *Univ. of Pennsylvania, Philadelphia*

Midwest—VAUGHN S. BLANCHARD, *divisional director of health and physical education, Public Schools and Wayne University, Detroit, Mich.*

Northwest—A. C. PELTON, *director, physical education, Public Schools, Seattle, Wash.*

Southern—JACKSON R. SHARMAN, *professor and head, dept. of physical and health education, University of Alabama, University, Ala.*

Southwest—ELEANOR METHENY, *University of Southern California, Los Angeles*

Dues—Active membership, \$2.50; professional, \$5; student, \$1.50

Membership—8348

Historical background—This NEA department is the result of a merger in 1937 of the American Physical Education Association (founded in 1885 as the American Association for the Advancement of Physical Education; name changed in 1903) and the Department of School Health and Physical Education of the NEA (which had its beginning as the Department of Child Study in 1894). The department holds its annual national meeting in April, under normal conditions. In addition to the national organ-

ization there are six regional district organizations—eastern, midwestern, central, southern, northwestern, and southwestern.

Permanent headquarters were established at the NEA in 1937.

Activities during 1944-45—Emphasis has been given to counseling with individuals attending and working at committee and subcommittee meetings and conferences that have seemed necessary for fruitful cooperation with other agencies. Special attention has been given to opportunities for cooperation with the fourteen national organizations with which the Association is formally affili-

ated and the National Education Association, National Recreation Association, American Public Health Association, U. S. Office of Education, U. S. Public Health Service, Children's Bureau, National Congress of Parents and Teachers, and many others. Thru participation by staff and board members the association's interests have been represented and every member has indirectly taken part in the work of these groups.

Strengthening of the internal organization of the association has resulted from spread of responsibility, increase of cooperative effort, extended knowledge of the association's purpose and program, and clear vision and sharpened focus on vital problems.

Ten issues of *The Journal of Health and Physical Education* were published; *The Research Quarterly* was published in October, December, March, and May.

Recommendations and plans—[1] Sponsoring of specialized national legislation for a more adequate program in health education, physical education, and recreation.

[2] Provision of timely and urgent information thru a leaders' bulletin.

[3] Increasing membership to 15,000.

[4] Using the slogan, "Marching Forward Together in Our Fight for Professional Status," as a basis for better cooperative efforts.

[5] Encouragement of a national survey of facilities and equipment available for health, physical education, recreation.

[6] Strengthening the international aspects of the association's program.

[7] Using widely the various reports

of the Vocational Guidance Committee in recruitment of teachers.

[8] Investigating possibilities of an association yearbook.

[9] Strengthening state associations and encouraging closer cooperation with state teachers associations.

[10] Completing and publishing committee reports on facilities; vocational guidance; Educational Policies Commission Report; minimum standards for personnel, program and facilities; standardized physical fitness tests; public relations; role of health education in total fitness; role of physical education in total fitness; role of recreation in total fitness; organization of state associations.

[11] Cooperating with the Association of Secondary-School Principals in publication of materials relating to safety measures in athletics.

[12] Cooperating with the NEA Commission on Safety Education in a project on the relationship of health and physical fitness to accident proneness.

[13] Cooperating with the Educational Film Library Association in preparation and publication of three proposed manuscripts on selected films in health education, physical education, and recreation.

[14] Cooperating with the Rural Service Division of the NEA on a publication, *Health, Physical Education, and Recreation for Rural Schools*.

[15] Attempting to secure recreation and physical education consultants for the headquarters office.

[16] Performing more effectively the services rendered in the past year.

AMERICAN ASSOCIATION of SCHOOL ADMINISTRATORS

President—CHARLES H. LAKE, *supt of schools, 1380 E. Sixth St., Cleveland 14, Ohio, 1946*

First vicepresident—N. L. ENGELHARDT, *associate supt of New York City schools, 110 Livingston St., Brooklyn 2, N. Y., 1946*

Second vicepresident—W. FRANK WARREN, *supt of schools, Municipal Bldg., Durham, N. C., 1946*

Executive secretary—SHERWOOD D. SHANKLAND, *1201 Sixteenth St. N. W., Washington 6, D. C.*

Executive Committee

W. HOWARD PILLSBURY, *supt of schools, Education Building, Schenectady 5, N. Y., 1946*

JOHN L. BRACKEN, *supt of schools, 7500 Maryland Ave., Clayton 5, Mo., 1947*

HENRY H. HILL, *supt of schools, Bellefield Ave. at Forbes, Pittsburgh 13, Pa., 1948*

HOBART M. CORNING, *supt of schools, Joslyn Castle, 3902 Davenport St., Omaha 3, Nebr., 1949*

Ex officio—*President, first and second vicepresidents*

Dues—\$5 plus membership in NEA

Membership—5644

Historical background—At the meeting of the National Teachers' Association in Harrisburg, Pennsylvania, in August 1865 the National Association of School Superintendents was formed. The first meeting was held in February of the following year in Washington, D. C. B. G. Northrop of the Massachusetts Board of Education was chairman, and Rev. L. Van Bokkelen, state superintendent of public schools, Maryland, was secretary.

In 1870 the association became one of the four original departments of the NEA. Under the act of incorporation of the NEA, passed by Congress in 1906, the Department was called the Depart-

ment of Superintendence of the National Education Association. After reorganization in 1922, a fulltime executive secretary for the Department was brought to the NEA headquarters in Washington. At the New Orleans convention in February 1937, the Department adopted a revised constitution and bylaws which changed the name to the American Association of School Administrators.

Activities during 1944-45—As originally planned the activities for this Department for the year were to be of four major types, namely, the organization of regional conferences, the expansion of the Educational Research Service, development of current and future yearbooks, and publication of various documents of

particular interest to school administrators.

Before the end of the summer, plans were made for holding regional conferences at San Francisco, Birmingham, Chicago, Denver, and New York. Early in the fall, congestion in hotels and on the Pacific coast railroads compelled cancellation of the San Francisco conference. Late in January, the four remaining conferences were cancelled by government directive. At the time when these conferences were cancelled, programs were ready for printing and all exhibit spaces had been contracted for. Thus revenue ordinarily received from memberships collected at the registration desk and from exhibit sales was lost.

Paths to Better Schools was the title of the 1945 yearbook which was distributed to members in February. It was prepared by a ten-member commission appointed by President Homer W. Anderson. The yearbook presents a forecast of some of the problems that are likely to demand attention in the days ahead.

Early in the year committees were appointed to study specific problems. From

time to time as the committees completed their work, reports were mailed to members covering such topics as veterans' education, air-age education, and civic education. Members also received four issues of the NEA *Research Bulletin*, the *Official Report* of the regional conferences, and several issues of the news bulletin entitled *The School Administrator*.

Recommendations and plans—No material changes in policy are planned for the year ahead. If conditions warrant, a series of regional conferences will be scheduled early in 1946. The military situation will determine whether the conferences can be held. The department has two yearbooks in preparation. A commission of which Superintendent Omer Carmichael of Lynchburg, Virginia, is chairman, is preparing a report on Boards of Education, to be issued in February, 1946. Another commission headed by Superintendent Claude V. Courter of Cincinnati, Ohio, is at work on the Postwar Curriculum. Its findings will be printed in the 1947 Yearbook.

NO THOUGHTFUL MAN ever came to the end of his life, and had time and a little space of calm from which to look back upon it, who did not know and acknowledge that it was what he had done unselfishly and for others, and nothing else, that satisfied him in the retrospect and made him feel that he had played the man.—WOODROW WILSON.

AMERICAN ASSOCIATION of TEACHERS COLLEGES

President—GRADY GAMMAGE, *president, STC, Tempe, Ariz.*

Vicepresident—PAUL V. SANGREN, *president, Western Michigan College of Education, Kalamazoo*

Secretary-treasurer—CHARLES W. HUNT, *president, STC, Oneonta, N. Y.*

Executive Committee

J. D. WILLIAMS, *president, Marshall College, Huntington, W. Va., 1949*

MATT L. ELLIS, *president, Henderson STC, Arkadelphia, Ark., 1948*

HERBERT D. WELTE, *president, Teachers College of Conn., New Britain, 1947*

W. W. PARKER, *president, STC, Cape Girardeau, Mo., 1946*

ex officio, ROSCOE L. WEST, *president, STC, Trenton, N. J., 1946*

Committee on Standards and Surveys

ARTHUR J. KLEIN, *dean, College of Education, Ohio State Univ., Columbus, 1950*

J. G. FLOWERS, *president, Southwest Texas STC, San Marcos, 1949*

E. S. EVENDEN, *professor of education, Teachers College, Columbia University, New York, N. Y., 1948*

WALTER E. HAGER, *president, Wilson Teachers College, Washington, D. C., 1947*

WILLIAM H. VAUGHAN, *president, STC, Morehead, Ky., 1946, chairman*

Committee on Accrediting and Classification

KARL L. ADAMS, *president, N. Ill. STC, DeKalb, Ill., 1950*

RALPH N. TIREY, *president, Indiana STC, Terre Haute, 1949*

W. W. HAGGARD, *president, Western Washington College of Education, Bellingham, 1948*

LESLIE R. GREGORY, *president, STC, Fredonia, N. Y., 1947*

G. W. DIEMER, *president, STC, Warrensburg, Mo., 1946, chairman*

NEA headquarters contact—JOY ELMER MORGAN, *editor, NEA Journal*

Dues (institutional)—\$50 per year

Members (institutional)—183

Historical background—When the first state normal school in the United States opened at Lexington, Massachusetts, on July 3, 1839, teaching as an occupation was open to practically anyone who wished to enter it, regardless of his preparation. This normal school and those which came after it provided the means for an improvement of the common

schools which was one of the great achievements of the nineteenth century.

When the American Normal School Association was organized in 1858, there were ten state normal schools and one city normal school. In the next seven years twelve more state schools were founded. Thereafter the development was rapid.

In 1870 the Normal School Association became an NEA department, which

in 1925 combined with the American Association of Teachers Colleges (formed in 1917), and continued as a department tho with the new name. This association set standards of accreditation increasingly higher for teacher-educating institutions. The 1920's saw the transition from the two-year normal schools to the four-year teachers colleges.

In the 25 years up to 1941 the physical resources and libraries of these institutions quadrupled; the number of students and staff members doubled. In 1915 43 percent of the staffs had no degrees; 35 percent had a bachelor's degree; 17 percent the master's degree; and 5 percent the doctor's degree. In 1940 8 percent had the bachelor's degree; 66 percent the master's degree; 25 percent the doctor's.

The AATC usually holds its annual meeting in connection with the winter meeting of the NEA. Its executive committee usually holds two or three additional meetings during the year.

Beginning in 1921 the AATC has published a yearbook which contains reports on officers and meetings and the listing of accredited institutions. This yearbook is one of the most valuable single sources of discussion and information in its field. It is distributed regularly to members and a limited supply is available to others at \$1 per copy.

AATC Activities during 1944-45—

[1] A second School for Executives was held at Jackson's Mill, W. Va., for nine days during August 1944, in cooperation

with the Commission on Teacher Education, with an attendance of over 200.

[2] The Standards Committee has underway studies in factors involved in administration of faculty personnel in state teachers colleges; the Far East in teacher-education programs; library standards; religious activities in teachers colleges; student teaching; the status of safety education in teacher education institutions (in cooperation with the National Safety Council); studies in applied economics in cooperation with the Sloan Foundation; child growth and development (in cooperation with the Collaboration Center on Human Development and Education at the University of Chicago).

[3] The association is cooperating in the study of intergroup education in teacher education with the Council on Cooperation in Teacher Education.

[4] The association has recently published a special bulletin entitled "Child Growth and Development Emphases in Teacher Education," also a bulletin entitled "Tomorrow's Libraries for Teachers Colleges."

[5] The accrediting committee made five inspections and one special investigation.

Plans and recommendations—[1] A third School for Executives in August 1946.

[2] Studies on curriculum, building standards, camping education, health education, international education, and public relations by the Standards Committee.

"It is better to light a candle than to curse the darkness."

AMERICAN EDUCATIONAL RESEARCH ASSN

President—ALVIN C. EURICH, *vicepresident of Stanford University, Calif.*

Vicepresident—ERNEST HORN, *prof. of education, State University of Iowa, Iowa City*

Secretary-treasurer—DAVID SEGEL, *senior specialist in tests and measurements, U. S. Office of Education, Washington, D. C.*

Executive Committee—*President, vicepresident, secretary-treasurer plus:*

J. WAYNE WRIGHTSTONE, *asst dir., Bureau of Reference, Research, and Statistics, New York City*

J. CAYCE MORRISON, *asst commissioner for Research, State Dept of Edn., Albany, N. Y.*

Editorial Board—*President, vicepresident, secretary-treasurer plus:*

J. CAYCE MORRISON, *chairman*

PAUL HANNA, *professor of education, Stanford University, Calif.*

ARNOLD JOYAL, *acting dean, School of Education, Univ. of Maryland, College Park*

NEA headquarters contact—FRANK W. HUBBARD, *director, Division of Research*

Dues—\$5

Membership—520

Historical background—Schools in the nineteenth century made little use of scientific research or objective measurement. By 1915 the movement had made such headway that leaders in the field came together to form the National Association of Directors of Educational Research, later the American Educational Research Association.

Members are persons engaged in technical research in school systems, including directors of research in school systems, instructors in educational institutions, research workers with public or private educational agencies.

The first number of the *Review of Educational Research*, published five times a year since then, appeared in January 1931. The *Review*, which treats a cycle of recurring topics, summarizes in each issue the research studies and scientific investigations on a specific topic

and includes extensive bibliographies.

Activities during 1944-45—[1] The editorial committee prepared and published *Reviews of Educational Research* on the following topics: "General Education for Work and for Citizenship"; "Growth and Development"; School Plant and Equipment"; Pupil Personnel, Guidance, and Counseling"; "General Aspects of Education"; and a "Twelve-Year Index of the Review."

[2] Joint regional meetings, planned with the American Association of School Administrators, were cancelled at the request of the War Mobilization Director.

Plans and recommendations—The Department: [1] Will explore possibility of joining with other associations in publishing materials for implementing research results in the classroom.

[2] Will investigate the possibility of a cooperative exchange of information about research studies undertaken by members.

NEA Departments

AMERICAN INDUSTRIAL ARTS ASSOCIATION

President—PAUL E. HARRISON, *professor of education, STC, DeKalb, Ill.*

Vicepresident—HAROLD G. PALMER, *industrial arts division, State Teachers College, Cedar Falls, Iowa*

Chairman, Liaison and Advisory Board—PERCY F. MARSAW, *director of industrial arts, Worcester, Mass.*

Editor, and Publications Board—ALLEN D. BACKUS, *director of practical arts, Newark 2, N. J.*

Chairman, Curriculum Commission—JOHN R. LUDINGTON, *state supervisor of industrial arts and professor, Univ. of N. C., Raleigh*

Executive secretary and treasurer—JOHN J. HATCH, *head, industrial arts dept, State Teachers College, Newark, N. J.*

NEA headquarters contact—T. D. MARTIN, *director of membership*

Dues—\$1

Membership—705 as of May 31, 1944

Historical background—The American Industrial Arts Association became an NEA department at the Denver convention in July 1942.

Activities during 1944-45—Complying with ODT restrictions, no annual meeting of the American Industrial Arts Association was held. All officers and committees will continue in office for 1945-46. Work has gone forward thru various standing committees.

At a meeting of the officers and executive board held at Philadelphia in December 1944, the Curriculum Commission was authorized to prepare a comprehensive publication relative to industrial arts in general education, its objectives, scope, content. A tentative framework is being prepared, which will be widely distributed for criticism and comment from industrial arts leaders, school administrators, and teachers. The com-

mission will then revise, re-edit, and prepare the treatise for final publication.

The association has developed programs of industrial arts education thru its 34 affiliated associations.

The Industrial Arts Teacher has continued its publication thruout the year. Two of its major contributions were reprinted and distributed widely—one by *Education Digest*, the other by *School Shop*.

Recommendations and Plans—The association will produce and distribute to its members and school officials a substantial publication, *Industrial Arts—Its Scope in General Education*. *The Industrial Arts Teacher* will be expanded to include in each issue a section devoted to shop projects, drawings, blueprints.

The Liaison and Advisory Board plans to extend public relations, suggest plans and programs for various local, state, and regional groups. If war conditions permit, the annual convention will be held in the spring of 1946.

ART EDUCATION

President—MARION E. MILLER, *director of art, Public Schools, Denver, Colo.*

Vicepresident—IDELLA R. CHURCH, *dist supvr of art edn, Rio Vista, Calif.*

Secretary—ALFRED HOWELL, *director of art, Public Schools, Cleveland, Ohio*

Treasurer—C. DEAN CHIPMAN, *director of fine arts, Elgin Academy and Sears Academy of Fine Arts, Elgin, Ill.*

Directors

OLIVE S. DELUCE, *chairman, Dept of Fine Arts, STC, Maryville, Mo.*

EDITH L. MITCHELL, *state director of art, Dept of Public Instruction, Dover, Del.*

HELEN E. CLEAVES, *dir. of fine arts, The School Committee, 15 Beacon St., Boston, Mass.*

PAULINE JOHNSON, *assistant professor of art, Univ. of Wash., Seattle*

WILLIAM E. WARNER, *professor of education, Ohio State University, Columbus*

Editor of Bulletin and chairman, National Committee on Research for Determining Teacher Qualifications in Art—CLARA MAC GOWAN, *associate professor of art, Northwestern University, Evanston, Ill.*

Headquarters contact—CHARL ORMOND WILLIAMS, *director of field service*

Dues—\$1

Membership—378

Historical background—The Department of Art Education became a part of the NEA by vote of the Representative Assembly July 6, 1933. It developed from the Conference on Art Education.

Activities for 1944-45—[1] Service centered chiefly in securing useful teaching aids in art, available free or at low cost, for distribution to members.

[2] A College Productions Project was developed among a group of college art departments, in which each college prepared a pamphlet or portfolio, published by mimeograph or silk-screen. Two were sent out during the year, one on Latin-American design, another on African arts. Others will be ready for autumn distribution.

[3] Cooperation with *Design* magazine continued. Added to the series of special issues on regional handicrafts of

America were numbers prepared by Department Past-president Grace Baker and by Rosemary Beymer and Dorothy Liebes.

[4] Correspondence and committee conferences continued thruout the year with representatives of the four regional art associations looking toward possible affiliation of these groups with the Department.

Recommendations and plans—[1] Selection of materials for distribution will be improved.

[2] The College Productions Project will be expanded if funds can be made available. This enterprise has possibilities for a new technic, peculiarly useful in the art field, for exchange of ideas and achievements between members of the profession and their students.

[3] Plans have been made to start a study of art programs in public schools of the U. S., including functions, approach, and administrative problems.

NEA Departments

BUSINESS EDUCATION

President—ERWIN M. KEITHLEY, *instructor, South Division HS, Milwaukee 4, Wis.*
First vicepresident—BERNARD A. SHILT, *722 City Hall, Buffalo 2, N. Y.*

Second vicepresident—MARY D. WEBB, *Illinois Normal Univ., Normal, Ill.*

Secretary—MARSDON A. SHERMAN, *Richmond Div., College of William and Mary, Richmond, Va.*

Treasurer and associate editor, National Business Education Quarterly—J. E. WHITCRAFT, *State Dept of Education, Albany, N. Y.*

Editor, National Business Education Quarterly—VERNAL H. CARMICHAEL, *Ball State Teachers College, Muncie, Ind.*

National membership director—HAROLD D. FASNACHT, *Colo. Woman's College, Denver 7, Colo.*

Coordinator—LT. ANSON B. BARBER, *USNR, 820 Washington Ave., Falls Church, Va.*

NEA headquarters contact—H. A. ALLAN, *director, Business Division*

Dues—\$1

Membership—2700

Historical background—The Department was created in response to a petition read at the meeting at Saratoga Springs, New York, July 12, 1892, from the Business Educators' Association (organized in New York City in 1878, four years after the typewriter was placed on the commercial market), requesting admission as a department of the NEA.

Activities during 1944-45—[1] The executive committee has been on record for more than two years in favor of a positive program to bring about the organization of one strong national group of business teachers. The Department has worked toward this end, but so far has been unable to effect unification of the various organizations in the field.

[2] The Department published four issues of the *National Business Education Quarterly*: "Postwar Problems in Business Education," "Vocational Rehabilitation," "Better Business Education

thru Cooperation," "Research in Business Education."

[3] A professional literature committee was appointed to seek publication of articles relating to business education in general education periodicals. With this in view, the committee is surveying national and state publications.

[4] The Department has worked closely to improve its financial condition. Strict economies, with financial assistance from the NEA, have made it possible to provide clerical assistance for the national membership director.

Recommendations and plans—[1] The present officers will continue for the coming year.

[2] The Department will continue to work for creation of a strong national organization.

[3] Strict economies will be continued so that the Department will be strong enough financially to increase its services to members and be in a position to lead business education toward national unity.

CLASSROOM TEACHERS

President—BEULAH KEETON WALKER, *activities director*, Alex W. Spence Jr. HS, Hilltop Terrace, Route 5, Box 245, Dallas 9, Texas

Vicepresident—MARY VIRGINIA MORRIS, *elementary teacher*, Soto St. School, 4160 Rosewood Ave., Los Angeles 4, Calif.

Secretary—ONA C. RAINES, *social studies teacher*, Horace Mann Jr. HS, 1530 E. 14th St., Tulsa 5, Okla.

Director ex officio—MABEL STUDEBAKER, *science teacher*, Gridley Jr. HS, 426 E. 10th St., Erie, Pa.

Executive secretary—HILDA MAEHLING, 1201 Sixteenth St. N. W., Wash. 6, D. C.

Regional Directors

Northeastern—REGINA E. SMITH, *English and social studies teacher*, Nathanael Greene Jr. HS, 70 Academy Ave., Providence 8, R. I.

Southeastern—MARY TITUS, *physical education teacher*, Cammack Jr. HS, 629½ Eleventh Ave., Huntington 1, W. Va.

North Central—JEAN ARMOUR MAC KAY, *librarian*, Angell School, 121 Highland Ave., Highland Park 3, Mich.

South Central—MARIE A. ERNST, *English teacher*, Soldan HS, 2903 Russell Blvd., St. Louis 4, Mo.

Northwestern—ELIDIA A. SALVERSON, *elementary art teacher*, Washington School, 118 West 83rd St., Seattle 7, Wash.

Southwestern—ROBERT J. HANNELLY, *mathematics teacher*, Phoenix Jr. College, 1637 East Osborn Road, Phoenix, Ariz.

Dues—Any classroom teacher who is a member of the NEA is also a member of this Department.

Membership—Approximately 85 percent of the NEA membership

Historical background—This Department was created in 1913, in response to petitions representing classroom teachers thruout the country. It was reorganized under a constitution at the Boston meeting in July 1922. In that year a Division of Elementary-School Service, later renamed the Division of Classroom Service, was created to take care of its work. Permanent headquarters for the Department were created in 1940 and a fulltime secretary brought to the NEA in 1942.

Activities during 1944-45—The Department has handled the records, correspondence, and promotional work in connection with the affiliated associations of the NEA. The Department assists officers of these affiliated units with their organizational problems. Approximately 150 associations have affiliated during the current year, making a total of 1371.

Cooperating with the NEA Research Division the Department has issued a series of discussion pamphlets designed for use by local associations. Four have been published — *Teacher Tenure*, *Teacher Retirement*, *Planning Postwar Education*, and *Paying for Schools*. Others will be added. Three issues of the

News Bulletin have been published, emphasizing and dignifying the work of locals and furnishing a channel for exchange of ideas among leaders. Again this year the Department has sponsored a series of articles in *The Journal* of the NEA, entitled "Building Strong Local Associations."

Officers of the Department have made over 200 trips into 32 states, taking part in regional and state conferences, state education association conventions, local association meetings, and planning conferences with legislative and executive committees. Chief objectives have been to stress importance of professional organization and to interpret work and program of NEA and Department.

Four successful regional conferences were held [Southeast—Greensboro, North Carolina; Northwest—Wenatchee, Washington, and Eugene, Oregon; Southwest—Pasadena, California] as training schools for local and state leaders, affording them an opportunity to exchange ideas, discuss current problems, and offer specific help and suggestions for further work.

State leaders conferences have been held in several states bringing together officers and committee chairmen of local associations to afford them practical help and inspiration in studying their problems together. Emphasis has been placed upon the need to invigorate activities of local associations and to encourage organization of other local groups.

Thru the efforts of the Department and the National Commission for the Defense of Democracy thru Education, a fund was raised to keep Kate Frank of Muskogee, Oklahoma, in a position of leadership in her state after her dismissal in 1943 because of active participation in professional organization work. Re-

sponses from the profession were unusually gratifying and within a few months time, the desired amount was raised. Receipts from all sources amounted to \$3795.69. Miss Frank has received her full salary for the year and one-half that she was out of employment, and a balance of \$984.39 remains in the fund. All contributors have received a letter reviewing the details of the case together with a copy of the report of the auditing committee and an announcement that Miss Frank was reinstated in January 1945 and resumed her work in the Muskogee Highschool. The balance of the money will be used as an emergency fund in similar cases involving unjust discharge of classroom teachers.

Recommendations and plans—[1] To meet constant demand for materials and information on how to organize a local association and suggestions on committee activities, materials are being prepared to assist local groups.

[2] Realizing that the growth and progress of the local association is a vital part in the development of the Five-Year Program, the Department plans to undertake a more intensive program of rendering direct assistance to local associations. A series of well-planned local meetings will be held in several states to stimulate activities of the existing local organizations and to encourage organization of additional groups. The Department also plans a number of state leaders training conferences to which officers of local associations from a designated area will be invited to meet together to discuss their common problems and to formulate plans and programs to carry out a more dynamic program of action.

When travel restrictions are lifted, the Department will conduct regional conferences in all sections of the country.

ELEMENTARY SCHOOL PRINCIPALS

President—LESTER J. NIELSON, *prin.*, Woodrow Wilson School, Salt Lake City 2, Utah

Vicepresidents

SARAH L. YOUNG, *prin.*, Parker School, Oakland 3, Calif.

EDWON L. RIGGS, *prin.*, Creighton School, School District 14, Phoenix, Ariz.

LAURA E. KELLAR, *prin.*, elementary school, Vanport City Schools, Vanport City 17, Oreg.

THOMAS E. PIERCE, *prin.*, Demonstration School, Texas State College for Women, Box 3771, Denton, Tex.

FLORENCE GABRIEL, *prin.*, Malvern School, Malvern and Falmouth Roads, Shaker Heights, Ohio

Executive Committee

EUGENE H. HARRINGTON, *prin.*, Ebert School, Denver, Colo.

MARJORIE WALTERS, *prin.*, Harrison School, Cedar Rapids, Iowa

MRS. FLORINE HOWES ELREY, *prin.*, Central School, Mamaroneck, N. Y.

RAYMON W. ELDRIDGE, *prin.*, Lawrence School, Brookline, Mass.

Certification Division—CASSIE F. ROYS, *director*, 2609 Bristol St., Omaha, Nebr.

Life Membership Division—HERBERT C. HANSEN, *director*, 1045 N. Lockwood Ave., Chicago, Ill.

Professional Relations Division—MASON A. STRATTON, *director*, School Administration Bldg., 1809 Pacific Ave., Atlantic City, N. J.

Executive secretary—EVA G. PINKSTON, 1201 Sixteenth St. N. W., Wash., 6, D. C.

Dues—\$3

Membership—7600; 314 life members

Historical background—The elementary-school principalship came in response to educational needs. In pioneer days, schools usually had only one teacher, but as our country grew and prospered, life became more complex. As additional teachers were assigned to take care of the increasing number of children enrolled, one was called the *principal teacher*, later the *principal*. Today the position has risen to a major administrative and supervisory level.

The Department of Elementary School Principals, temporarily organized as the

National Association of Elementary School Principals at the Atlantic City meeting of the Department of Superintendence in February 1921, became a department of the NEA at Des Moines in July 1921. It was organized to meet problems in elementary education with a united mind and purpose and broad and sympathetic outlook. Since the elementary school lays the foundation of all education, the elementary-school principal holds a position of prime importance, which makes this one of the basic departments in the Association's life.

A permanent headquarters office was established in 1931 with a fulltime exec-

utive secretary. The department meets twice a year except in wartime.

The department's bulletin made its first appearance in October 1922. As *The National Elementary Principal*, it goes to department members five times a year, keeping them informed as to what is happening in elementary education. The department has published an important series of yearbooks, beginning in 1922.

Activities during 1944-45 — As the year 1944-45 comes to a close, the Department of Elementary School Principals looks back over the best year in its history. With a larger volume of work and with fewer hands to do it, the department's field representatives—state and local—have assumed greater responsibility. Nearly 7600 members have been served this year, a large percentage of them new in their positions. Each member was sent a copy of the 23rd yearbook, *Creative Schools*, and five issues of *The National Elementary Principal*.

In addition to these, each member received a complimentary copy of *Know Your America*, a suggested study course in Americanism, prepared by the National Americanism Commission of the American Legion; *The Elementary School Principal Plans for Safe Living and Teachers and Children Plan for Safe Living*, two safety bulletins prepared jointly by the National Commission on Safety Education and the department; and *The Elementary School Principalship—planning the future*, a 16-page bulletin emphasizing the improvement of elementary school principals thru careful selection, systematic preparation, standards, recognition, professional op-

portunities, community leadership, and professional organizations.

In compliance with the request of the officers and with the assistance of the NEA Research Division, a nationwide survey on the certification of elementary school principals was made. The report was published in the June issue of *The National Elementary Principal*.

The Seventh Annual Conference on Elementary Education, held at the University of Pittsburgh July 9-20, 1944, was another marked achievement in the progress of the department. Altho attendance was smaller than in former years, due to the war, the quality of the conference was outstanding. These conferences will be continued as soon as the war restrictions are lifted.

Recommendations and plans — Thru *The National Elementary Principal* and contacts with state and local elementary school principals' clubs, the department will endeavor to stimulate the elementary-school principals to aid in raising the position of the principalship to the high level it deserves.

Looking toward the postwar, plans are being made to give elementary school principals the leadership they must maintain in solving educational problems. As one step toward this goal the 24th yearbook, *Community Living and the Elementary School*, will be sent to all members.

The membership fee of \$3, in effect for many years, will be continued, thus maintaining a low cost to members. The department provides assistance to elementary school principals and others interested in elementary education.

HIGHER EDUCATION

President—ERNEST O. MELBY, *chancellor, Montana State Univ., Missoula, Mont. (dean, New York University School of Education after Sept. 1)*

Vicepresident—HARRY K. NEWBURN, *dean, College of Arts and Sciences, State Univ., Iowa City*

Secretary-treasurer—GEORGE D. STRAYER, JR., *assoc. prof., Indiana University, Bloomington (in Navy; on leave)*

Executive Committee

EUGENE S. BRIGGS, *president, Phillips Univ., Enid, Okla.*

ALONZO F. MYERS, *chairman, Dept. of Higher Education, New York Univ., N. Y.*

ANNE J. OATES, *professor, Willimantic STC, Willimantic, Conn.*

Executive secretary—RALPH MC DONALD, *1201 Sixteenth St. N. W., Wash. 6, D. C.*

Dues—\$5 (including NEA)

Membership—352

Historical background—The Department of Higher Education, created in 1870 was one of the original departments of the NEA, continued active until discontinued in 1924 by vote of the Board of Directors. It was reestablished by action of the Representative Assembly in July 1942.

Activities during 1944-45—By joint action of the executive committees of the NEA and the Department a fulltime secretary was elected and national offices were established in December 1944.

The department was joint sponsor of a series of conferences on educational programs for veterans. Reports from a Work Conference in this series were published by the School Administrators.

Two kinds of legislative service have been maintained—keeping college and university leaders informed on proposals in Congress affecting higher education and representing the cause of higher education in matters of federal legislation. The report of the Advisory Committee

to the Committee on Education of the House of Representatives was sent to more than 500 colleges for study by faculty committees of the proposal for a \$25,000,000 federal appropriation for grants to colleges and universities. The Department has asked that Congressional action on compulsory military training be deferred until after the war.

Recommendations and plans—[1] To bring an ever increasing number of college professors, deans, and presidents into active roles in the organized profession.

[2] To continue and extend the type of services begun this year. Plans have been laid for publication of a bulletin. The department will distribute publications of vital interest to college faculties.

[3] To develop a program of legislative representation built upon the democratically expressed opinions of members of the profession.

[4] To sponsor directly and jointly with state education associations conferences to provide opportunity for study and action on the problems confronting higher education.

HOME ECONOMICS

President—MRS. RUTH M. FOREST, *School Administration Bldg., 631 N.E. Clackamas St., Portland 8, Oreg.*

Vicepresident—RUTH A. SANGER, *supervisor, Home Economics, Board of Education, Toledo, Ohio*

Secretary—PAULINE H. DROLLINGER, *state supervisor for home economics education, State Dept of Education, Cheyenne, Wyo.*

Treasurer—MRS. REX TODD WITHERS, *itinerant teacher-trainer of home economics education, State Dept of Education, Tallahassee, Fla.*

NEA headquarters contact—CHARL ORMOND WILLIAMS, *director, Field Service*

Dues—\$1

Membership—505

Historical background—In the 1870's courses in sewing and cooking were included in the school curriculum, but not until the early 1900's was homemaking instruction broadened. The Smith-Hughes Act in 1917 gave great impetus to the home economics movement.

In 1930 the NEA Department of Supervisors and Teachers of Home Economics was created. In 1938 the name of the Department was changed to the Department of Home Economics. The Department publishes a news letter containing the report of each meeting and occasional bulletins.

Activities for 1944-45—The Department has shown a healthy growth in membership with an increase of 20 percent over last year. Program suggestions for American Education Week were distributed to all members thru an annual publication which gives possibilities for homemaking with general themes suggested for the week.

A folder, *National Organizations Serving Home Economics Teachers and Administrators, an analysis*, sponsored by

the coordinating council of the Department, the Home Economics Education Section of the American Vocational Association, and the American Home Economics Association was published in the fall.

The Department was represented on the Interim Committee, appointed from a group of interested home economists, called together by the American Home Economics Association to make plans for a new highschool home economics club. During the year foundations for this organization have been laid.

The Department has representation on the Consumer Education Study of the National Association of Secondary-School Principals and on the National Council of Education.

Recommendations and plans—The Department will continue to cooperate with organizations concerned with education for home and family life, especially in making available literature and other materials which will interest students in becoming home economics teachers. The Department will work specifically in the field of home economics to further the plans of the NEA.

INTERNATIONAL COUNCIL for EXCEPTIONAL CHILDREN

President—JOHN J. LEE, head, Bureau of Teacher Recommendations, College of Education, Wayne University, Detroit, Michigan, 1945

Vicepresident—C. E. STOTHERS, director of auxiliary classes, Department of Education, Toronto, Canada, 1945

Treasurer-manager—MRS. BEULAH S. ADGATE, Saranac, Michigan, 1945

NEA headquarters contact—T. D. MARTIN, director of membership

Dues—\$1, chapter; \$2, individual

Membership—4600

Historical background—Assumption of responsibility by the states for education of handicapped children began more than a century ago. The first state school for the deaf in the United States was established in Hartford, Conn., in 1817, and by 1850 educational opportunity for handicapped children was provided in many states.

Application for establishment of a Department of Special Education was made at the Atlanta convention in 1929. A petition bearing more than 250 names was presented at that meeting and the creation of the department was authorized the following year. In July 1941 the International Council for Exceptional Children and the Department of Special Education merged. The name of the NEA department was therefore changed to the International Council for Exceptional Children. The department generally meets once a year.

Activities during 1944-45—The Council planned to hold its 22nd annual meeting in Cleveland in February but because of the wartime regulations on

travel, the meeting had to be postponed.

The Council has prepared eight issues of *The Journal for Exceptional Children*. Local chapters have been strengthened to hold activities, programs, and meetings, not only for their own members, but for other teachers, officers in public and private institutions and agencies, particularly those concerned with the education of handicapped children. Membership has increased approximately 300 during the year and eight new chapters have been formed.

Enactment of special education laws in Maine and Iowa has been secured thru the efforts of the Council. Other states are securing laws and educational programs for handicapped children.

Recommendations and plans—[1] Hold an annual meeting with election of officers. [2] Strengthen and increase membership. [3] Organize new chapters. [4] Strengthen local chapters and their programs. [5] Secure continued enactment of laws pertaining to handicapped children. [6] Urge communities to organize councils for handicapped or agencies giving services to handicapped children and adults.

"Great opportunity is born of great need."

NEA Departments

KINDERGARTEN-PRIMARY EDUCATION

President—ADELINE STEVENSON, 818 4th Ave. S., Fargo, N. Dak.

Vicepresident—ELIZABETH SPARGO, 65 Dracut St., Dorchester, Mass.

Secretary—VIVIAN D. MERO, 600 11th St. S., Fargo, N. Dak.

Executive Committee

HELEN HUNTER, 7151 Perry Ave., Chicago, Ill.

MILDRED MOSS, 236 Woodbridge Ave., Metuchen, N. J.

RUTH NEWBY, 527 E. Washington St., Pasadena, Calif.

FRANCES POTTS, 149 Grand St., Newburgh, N. Y.

Headquarters contact—HARRIETT CHASE, chief asst to the exec. secy of the NEA

Dues—No separate dues

Historical background—Elizabeth Palmer Peabody, sister-in-law of Horace Mann, opened in her own home in Boston in 1860 the first English-speaking kindergarten in the United States. Five years before, Mrs. Carl Schurz had opened in Watertown, Wisconsin, a German-speaking kindergarten, the first kindergarten in the United States. In 1870 Miss Peabody secured establishment in Boston of the first kindergarten in a public school in America. It was discontinued a few years later. In 1873 St. Louis organized a public kindergarten that became a permanent part of the school system.

Miss Peabody was associated with the NEA Department of Kindergarten-Primary Education from its beginning. The Department is an outgrowth of a meeting of the Froebel Institute of North America which met in connection with the NEA meeting at Madison, Wisconsin, in 1884. First sessions were held in

Saratoga Springs, New York, in 1885. The department was then called the Department of Kindergarten Instruction. The name was changed in 1927 to the Department of Kindergarten-Primary Education.

Activities during 1944-45—At the Pittsburgh meeting in July 1944 the Department made definite plans to get advice, cooperation, and publicity to and from a larger number of kindergarten-primary teachers and parents. The Department accepted as its specific task for the year the furtherance of three basic needs of all children: [1] the right to a wisely guided environment thru continuing nursery schools and child care centers under competent direction and staffed by trained workers; [2] the right to be guided by superior teachers thru better teacher training, continued growth in service, and more adequate salaries; [3] the right for equal opportunity for all children thru endorsement of the federal aid bill.

"Education for all the people is America's noblest contribution to civilization."

LIP READING

President—LOUISE HILLYER, *lip reading instructor, N. R. Crozier Technical High-school, Bryan and Live Oak Sts., Dallas 1, Texas*

Vicepresident—ELIZABETH SCHLEICHER, *hearing therapist, Emerson School, Gary, Ind.*

Secretary-treasurer—MIRIAM D. PAULS, *Lt. (j.g.) USNR, 6100 McCallum St., Philadelphia 44, Pa.*

Editor, The Lip Reader—BETTY CAVENDER, *Public Schools, South Bend, Ind.*

Headquarters contact—T. D. MARTIN, *director, Division of Membership*

Dues—\$1

Membership—125

Historical background—As far back as 1690 lip reading was used to teach the hard of hearing, but not until the early 1900's was it used to any extent as a method of teaching adults. A group of teachers giving instruction in lip reading to hard-of-hearing adults and children held a conference in Washington, D. C., in July 1924, in connection with the NEA convention. A second conference was held in 1925. An NEA department was established in July 1926.

Activities during 1944-45—Many active members of the department are serving in the Auricular Divisions of the four general Army and Navy hospitals that are caring for hard-of-hearing and deaf fighters returning from battle. The *Directory*, published annually, giving titles and addresses, was valuable for locating quickly personnel for this work.

The Lip Reader has carried excerpts from the *NEA Leaders Letters*, urging adoption of the Five-Year Program. The department is making definite progress in expansion of membership. From a small group of lip-reading teachers, the department has grown until it includes directors of university and college clinics,

acoustic physicists, auricular therapists, hearing technicians, psychologists, speech therapists.

The department has furnished information to those seeking to establish new programs for hearing conservation in the public schools and has published articles on testing, teaching, rehabilitation, guidance. The May *Lip Reader* carried a report on the 1942-43 survey of hearing in the schools, made by the American Society for the Hard of Hearing.

Recommendations and plans—Two new committees have been appointed and are working out plans for next year. The Committee on Public Relations will prepare and make available display material for National Hearing Week, public demonstrations, or similar occasions. The Committee on the Constitution will suggest necessary amendments and a new name for the department.

The department will carry out and sponsor the modern program for prevention of deafness: detection of deficient hearing in its beginning stages; correction of defects thru medical care; training of the auditorily handicapped for effective living; and educating the community regarding the use of remedial measures for the prevention of deafness.

NEA Departments

MUSIC-EDUCATORS NATIONAL CONFERENCE

President—JOHN C. KENDEL, *director of music, Denver Public Schools, Denver 2, Colo.*

First vicepresident—LILLA BELLE PITTS, *professor of music education, Teachers College, Columbia Univ., N. Y. 27, N. Y.*

Second vicepresident—LORRAIN E. WATTERS, *Capt., AUS, Hdqtrs, 6th Service Command, Chicago, Ill.*

Presidents of the division conferences

California-Western—VINCENT A. HIDEN, *4050 Harding Way, Oakland*

Southern—MAX S. NOAH, *head, music dept, Georgia State College for Women, Milledgeville*

Northwest—WAYNE S. HERTZ, *head, music dept, Central Washington College of Education, Ellensburg*

Eastern—ALFRED SPOUSE, *director of music, Rochester Public Schools, 13 Fitzhugh St. S., Rochester 4, N. Y.*

North Central—HAZEL B. NOHAVEC, *head, music education dept, Univ. of Minnesota, 214 Music Bldg, Minneapolis 14, Minn.*

Southwestern—GRATIA BOYLE, *music instructor, Wichita Highschool East, 1001 Woodrow, Wichita 3, Kansas*

Members-at-large

GLENN GILDERSLEEVE, *director of music education, State Dept of Public Instruction, Central Law Bldg, Dover, Del.*

CHARLES M. DENNIS, *director of music, San Francisco Unified School District, San Francisco 2, Calif.*

IRVING CHEYETTE, *director, dept of music education, State Teachers College, Indiana, Pa.*

J. LEON RUDDICK, *supervisor of instrumental music, public schools, Cleveland, Ohio*

GEORGE R. HOWERTON, *director of choral activities, School of Music, Northwestern Univ., Evanston, Ill.*

MARGUERITE V. HOOD, *asst prof. of music education, Univ. of Mich. and supervisor of music, Ann Arbor Public Schools, Mich.*

Presidents of the Auxiliaries

National School Band Association—L. BRUCE JONES, *supervisor of instrumental music, Little Rock Public Schools, Little Rock, Ark.*

National School Orchestra Association—LOUIS G. WERSEN, *director of music education, Philadelphia Public Schools, Philadelphia, Pa.*

National School Vocal Association—FREDERIC FAY SWIFT, *supervisor of music, Ilion Public Schools, Ilion, New York.*

Music Education Exhibitors Association—J. TATIAN ROACH, *educational director, Music Publishers Holding Corp., New York, N. Y.*

Executive secretary—C. V. BUTTELMAN, 64 E. Jackson Blvd, Chicago 4, Ill.

Associate secretary—VANETT LAWLER, *music division, Pan American Union, Wash., D. C.*

NEA headquarters contact—CHARL ORMOND WILLIAMS, *director of field service.*

Dues—\$3 plus state dues in affiliated states

Membership—7691 as of October 1944

Historical background—The Department of Music Education was created by the Board of Directors at the Madison, Wisconsin, convention of the NEA held in 1884. At the suggestion of Lowell Mason and T. F. Seward of Boston, a number of music teachers assembled and voted to petition the NEA Board of Directors for admission as a department. The petition was granted and the Department was organized with Daniel B. Hagar at its first president. The Music Department was active until 1928 when it was discontinued. In 1934 at the Washington convention the department was reinstated by action of the Representative Assembly. In 1940 the Music Educators National Conference, which had been organized in 1907, merged with the Department of Music Education to become an NEA department.

Activities during 1944-45—The six division meetings to be held at strategic points thruout the country had to be cancelled in accordance with ODT rulings. In its place an emergency meeting of the six division presidents was called by the national president at Chicago in February. After three days of serious study, the council of presidents unanimously decided that they could best serve music

education by having a series of music consultant meetings in each of the division areas.

Fifty representatives of leading musical activities—presidents of state organizations, state supervisors, presidents of music clubs, In-and-About clubs, and other key people in the field of music education—were invited to attend the district meetings which were held in Birmingham, Wichita, New York City, Fresno, and Spokane. A definite agenda was prepared as a basis for consultation. The delegates were chosen with the idea that they should go back into their states and communities and organize similar meetings to promote the welfare of music education during the year. Results of the meetings were better than had been anticipated.

Recommendations and plans—Unless the ODT rules that a meeting cannot be held next year, the Music Educators National Conference plans to hold a meeting in Cleveland, to commemorate the one hundredth anniversary of the founding of music in that city. The hope is that the meeting may take on an international flavor. If the war has ended, the Department visualizes a great gathering of music educators from many nations. The curriculum committees and consultant groups will play prominent parts in the meeting.

NEA Departments

NATIONAL ASSOCIATION of DEANS of WOMEN

President—HILDA THRELKELD, *dean of women, Univ. of Louisville, Ky., 1947*

Vicepresident—ALICE G. HOYT, *asst dean of women, Univ. of California, Berkeley, 1946*

Secretary—ESTELLE PHILLIPS, *asst principal, Woodrow Wilson Highschool, Washington, D. C., 1946*

Treasurer—HELEN PRITCHARD, *viceprincipal & dean of girls, Hartford Public Highschool, Hartford, Conn., 1947*

Executive secretary—HELEN HUNTER GRISWOLD, *1201 16th St. N. W., Wash. 6, D. C.*

Headquarters consultant—ADELE STAMP, *dean of women, University of Maryland, College Park*

Dues—\$5, active and associate; \$3, student

Membership—821

Historical background—The evolution of coeducation may be described in terms of the administrative officer chiefly concerned—the dean of women. Earliest holders of this office were in coeducational institutions. Often called the first woman dean was Mrs. Marianne Parker Dascomb, known as the “Lady Principal of the Female Department” at Oberlin College in 1835.

The National Association of Deans of Women, the oldest personnel organization in the United States, was organized in 1916 after a series of conferences which began in 1902. The Association is the national professional organization of deans, counselors, and advisers engaged in student personnel work in highschool and college. It became an NEA department in 1918.

The first meeting was held in Pittsburgh, Pa., July 1, 1918, with Dean Kathryn Sisson McLean of Ohio Wesleyan University as first president. Permanent headquarters were established

at the NEA in 1931 and Gwladys W. Jones was the full-time executive secretary, 1931-1936. Kathryn G. Heath served as headquarters secretary from 1936 to 1943, when Harriet Kurtz assumed her duties. She was succeeded by Helen Hunter Griswold in 1943.

Activities during 1944-45—The National Association of Deans of Women continues to be handicapped by the government's restrictions on wartime travel and its curtailment of conventions. Plans for four regional meetings in February 1945 in New York City, Chicago, Atlanta, and Denver were scrapped. To compensate, special efforts were made to increase to counselors the value and helpfulness of the quarterly *Journal*, and the organization and programs of state associations of deans of women were strengthened. Membership has increased.

Recommendations and plans—The chief concern of the Association at present is to maintain an organization and a core membership so that, after the war, the services and aids for counselors will be readily available to the members of this important profession.

NATIONAL ASSOCIATION of JOURNALISM DIRECTORS of SECONDARY SCHOOLS

President—OLIVE ALLEN, *adviser*, Central High Times, St. Paul 4, Minn.

Vicepresident—MAUDE STAUDENMAYER, *teacher of English and journalism*, Juneau Highschool, Milwaukee, Wis.

Secretary—GUNNAR HORN, *journalism director*, Benson Highschool, Omaha, Nebr.

Treasurer—THELMA MCANDLESS, *journalism director*, Roosevelt HS, Ypsilanti, Mich.

NEA headquarters contact—LYLE W. ASHBY, *asst director*, Division of Publications

Dues—\$1 because of affiliation in National Scholastic Press Association; formerly \$1.50

Membership—276

Historical background—This Department organized earlier, applied for department status at the Detroit meeting of the NEA in the summer of 1937. A petition to the Executive Committee and Representative Assembly was presented at the New York meeting in 1938, where it was placed on file to await final action in 1939. The National Association of Journalism Directors became an NEA department at the San Francisco meeting in that year. Affiliation with the National Scholastic Press Association, which took place in 1944, provides wide contact with teachers of journalism and directors of publications.

Activities during 1944-45—Affiliation with the National Scholastic Press Association is an outstanding achievement, as is revision and ratification of the constitution with changes [1] combining office

of secretary and treasurer; [2] election of all officers at same time to serve for two years; [3] establishment of an executive council made up of the three officers, a regional director for each of the seven sections of the United States (including Alaska and Hawaii), a representative of *Quill and Scroll*, and a representative of the National Scholastic Press Association; [4] provision for an executive council meeting in November or December until conventions can be resumed. The new constitution will be put into effect next fall. Publication of a directory including the constitution will be sent to each member.

Recommendations and plans—[1] To work for interest of all journalism advisers and directors in the Department; [2] Do research on teacher training for journalism teachers accredited by colleges of education; courses of study with special emphasis on credit in highschool in journalism; accrediting of highschool journalism in college.

If ever there was a cause, if ever there can be a cause, worthy to be upheld by all the toil or sacrifice that the human heart can endure, it is the cause of education.—HORACE MANN.

NEA Departments

NATIONAL ASSOCIATION of SECONDARY-SCHOOL PRINCIPALS

President—WILFRED H. RINGER, *headmaster, Brookline Highschool, Brookline, Mass.*

First vicepresident—E. W. MONTGOMERY, *supt of highschoools and president, Junior College, Phoenix, Arizona*

Second vicepresident—GALEN JONES, *principal, East Orange HS, East Orange, N. J.*

Executive secretary—PAUL E. ELICKER, *1201 Sixteenth St. N. W., Wash. 6, D. C.*

Executive Committee

E. R. JOBE, *state highschool supervisor, Jackson, Miss.*

CLARENCE E. BLUME, *principal, Marshall Highschool, Minneapolis, Minn.*

W. E. BUCKEY, *principal, Fairmont Highschool, Fairmont, W. Va.*

EARLE T. HAWKINS, *state supervisor of highschoools, Baltimore, Md.*

Dues—\$3 yearly; \$5 institutional

Membership—9003

Historical background—The National Association of Secondary-School Principals was organized at the meeting of the Department of Superintendence at Detroit in 1916. Its formation grew out of the years of “growing pains” experienced by the public highschool. Secondary principals sought an organization which would serve as a clearinghouse for their problems—expanding curriculums, increased enrolment, junior highschool, demands for vocational education.

The organization, which held its first meeting in Kansas City, Missouri, in 1917, ten years later became the NEA Department of Secondary-School Principals. In February 1939 the name was changed to the National Association of Secondary-School Principals. The central offices were moved from Chicago (where they had been since 1918) to the headquarters building in Washington in 1940.

Activities during 1944-45—Develop-

ment, publication, and distribution of a postwar plan for secondary education, *Planning for American Youth*, based on *Education for ALL American Youth*, published by the Educational Policies Commission, was one of the major activities of the year. This 64-page publication is now in its third printing in excess of 100,000 copies. It has had a wide distribution in all states and leading cities and towns, as well as Alaska, Hawaii, Canada, Puerto Rico, England, and South American countries.

Several publications from the Consumer Education Study on aspects of consumership for the student and teacher in the secondary school have been issued. These include: *The Modern American Consumer; Learning To Use Advertising; Time on Your Hands; Investing in Yourself; Economic Choices for America; Using Standards and Labels; and Commercial Supplementary Teaching Materials.*

Polls on the various aspects of com-

pulsory military training and publication of these results have been published during the year.

Two resource units, issued jointly with the National Council for the Social Studies have been undertaken. These are *The American Way of Business* and *Urban and Rural Living*. Special issues of *The Bulletin* have been published discussing such matters as the student council in the secondary school; aviation education; the role of social sciences in the secondary-school program; and the modern junior highschool.

Student Life, an illustrated student magazine, has also had special issues such as the April 1945 number which discussed interamerican cooperation.

Formation, and approval by all the regional associations of colleges and secondary schools, of a statement of policy for the acceptance of educational achievement of former students of secondary schools in the armed forces toward high-school graduation, *Earning Secondary-School Credit in the Armed Forces*, was another of the major tasks of the year. This policy is now in effect in nearly all of the 28,000 secondary schools.

Development of the National Association of Student Councils is another important phase as is the growth and increased enrolment in the National Honor Society and National Junior Honor Society, school-student organizations in more than 3400 accredited schools with over 750,000 members.

Recommendations and plans—[1] Further implementation and promotion of the postwar plan for secondary education, based on *Planning for American*

Youth, thru posters, film strips, and radio scripts.

[2] Study and development of cumulative record forms for secondary schools.

[3] Development of a testing and guidance program for secondary schools thru preparation of recommendations.

[4] Further study and preparation of new curriculum materials.

[5] Publication and distribution of fifteen to eighteen monographs on consumer education, including *Managing Your Money; Buying Insurance; Using Consumer Credit; Buymanship and Health; Effective Shopping; You and Our Economic System; A Study of American Production; A Study of American Distribution; Making a House a Home*.

[6] Additional reports and recommendations from national educational organizations of subject areas will also be published including: *Consumer Education and the Social Studies; The Role of Mathematics in Consumer Education; Consumer Education and Home Economics; The Relation of Business Education to Consumer Education; and The Place of Science in the Education of the Consumer*.

[7] Continuation of educational opportunities in the secondary schools for the returning veteran.

[8] Study and preparation of a set of standards of training and experience for the secondary-school principal.

[9] Preparation of handbooks on the Student Council and the National Junior Honor Society.

[10] Continued support of plan for establishing an international office of education.

NEA Departments

NATIONAL ASSN of TEACHERS of SPEECH

President—JOSEPH SMITH, *professor of speech, University of Utah, Salt Lake City*
Executive vicepresident—W. HAYES YEAGER, *Depew professor of public speaking,*

George Washington University, Washington, D. C.

First vicepresident—W. NORWOOD BRIGANCE, *professor of speech, Wabash College, Crawfordsville, Ind.*

Second vicepresident—WILLADELL ALLEN, *teacher of speech, HS, Park Ridge, Ill.*

Editor of Journal—KARL R. WALLACE, *professor of speech and head of the School of Speech, University of Virginia, Charlottesville*

Editor of Research Studies—RUSSELL H. WAGNER, *associate professor of speech, Cornell University, Ithaca, N. Y.*

Executive secretary—RUPERT L. CORTRIGHT, *associate professor of speech, Wayne University, Detroit 1, Mich.*

Executive-secretary-elect—LOREN D. REID, *professor of speech, Univ. of Mo., Columbia*

Headquarters contact—LYLE W. ASHBY, *assistant director, Division of Publication*

Dues—\$3

Membership—3000 (including 500 sustaining members)

Historical background—This Department, organized in 1914 by a small group of speech teachers, became a department of the NEA in 1939.

The Department publishes the *Quarterly Journal of Speech*, founded in 1915; the *Speech Monograph*, issued annually since 1934; and the *National Directory of Teachers of Speech*, published yearly since 1935.

Activities during 1944-45—The Department: [1] Held a three-day conference in Chicago late in December 1944 on the problems of social construction. It was attended by 543 registered members representing every state and D. C.

[2] A joint committee of the Department and the National Council of Teachers of English reported the urgent need for training in speech for all elementary-school teachers and emphasis on speech

in language texts in elementary grades.

[3] The placement service in the office of the executive secretary showed phenomenal growth. Four hundred and six applications were forwarded for consideration by 121 appointing officials during 1944.

[4] Is investigating speech needs in the United States.

[5] President Bower Aly steered a reorganization of the Department, increasing scope and efficiency.

Recommendations and plans—[1] The war permitting, a meeting will be held in Columbus, Ohio, in December 1945.

[2] In addition to the *Quarterly Journal of Speech*; *Speech Monograph*, compiled by Russell H. Wagner; and *Research Studies*, members will receive from the executive vicepresident in Washington, D. C., frequent news letters.

[3] The Department hopes to encourage academic institutions thruout the country to conduct forum meetings.

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

President—SUE M. POWERS, *supt of schools, Shelby County, 301 Courthouse, Memphis 3, Tenn.*

Vicepresident—INEZ JOHNSON LEWIS, *state supt of public instruction, Denver, Colo.*

Secretary—MARY J. SWEENEY, *viceprincipal, elementary school, 118 26th Ave., San Francisco, Calif.*

Treasurer—LUCY MASON HOLT, *principal, Ocean View School, Norfolk, Va.*

Auditor—MARY ELIZABETH O'CONNOR, *director of practice teaching, Lesley School, Cambridge, Mass.*

Board of Directors

BESS GOODYKOONTZ, *asst commissioner of education, Washington, D. C.*

AGNES SAMUELSON, *executive secy, Iowa State Teachers Association, 414-416 Shops Building, Des Moines*

MARY B. MC ANDREW, *supt of schools, Carbondale, Pa.*

MARY GUYTON, *state supervisor of adult civic education, State Dept of Education, Boston*

NEA headquarters contact—CHARL ORMOND WILLIAMS, *director of field service*

Dues—\$1.50

Membership—300

Historical background—Women in administrative positions in the schools were still regarded as an anxious experiment in 1915, when the National Council of Administrative Women in Education was formed. Since that time, women have demonstrated their efficiency in administration. Today this organization is composed of the growing group of women college presidents, state commissioners of education, deans of women, superintendents and supervisors, and others in executive positions.

At the time of its organization, the group was more a socializing influence, a means thru which women administrators could get acquainted with one

another. Increasingly since then, and especially since 1932, when the council became an NEA department, the aims have been broadened and professionalized. The purpose of the council is to strengthen professional relations among administrative women and to help maintain high professional standards among women.

Activities during 1944-45—Tho the council has had no definite program of work for the past year, its officers have kept in touch with members and served as called upon.

Recommendations and plans—A study will be made of conditions in selected localities to determine some plan for a definite program of work just as soon as a meeting can be held. At that time new officers will be elected.

NEA Departments

NATIONAL COUNCIL for the SOCIAL STUDIES

President—MARY G. KELTY, *author, 3512 Rittenhouse St. N. W., Wash., D. C.*

First vicepresident—BURR W. PHILLIPS, *head social studies dept, University High-school, Univ. of Wisconsin, Madison*

Second vicepresident—W. LINWOOD CHASE, *prof., School of Education, Boston Univ.*

Exec. secy—MERRILL F. HARTSHORN, *1201 16th St. N. W., Wash. 6, D. C.*

Editor, Social Education—ERLING M. HUNT, *professor, Columbia Univ., 204 Fayerweather Hall, N. Y., N. Y.*

Board of Directors

HOWARD R. ANDERSON, *director, School of Education, Cornell Univ., Ithaca, N. Y., 1946*

I. JAMES QUILLAN, *asst professor of education, School of Education, Stanford Univ., Calif., 1949*

JULIAN ALDRICH, *dept of social studies, Northwest Mo. STC, Maryville, 1947*

MYRTLE ROBERTS, *head, social studies dept, Woodrow Wilson HS, Dallas, Tex., 1947*

J. R. WHITAKER, *professor, George Peabody College for Teachers, Nashville, Tenn., 1946*

STANLEY E. DIMOND, *supervisor of social studies, Public Schools, Detroit, Mich., 1945*

ALLEN A. KING, *supervisor of social studies, Board of Education, Cleveland, Ohio, 1948*

ROY A. PRICE, *assoc. prof., education and citizenship, Syracuse Univ., Syracuse, N. Y., 1947*

HILDA TABA, *asst professor of education and research, Univ. of Chicago, Ill., 1946*

HOWARD E. WILSON, *assoc. prof. of education, Harvard Univ., Cambridge, Mass., 1945*

FREMONT P. WIRTH, *professor of the teaching of history, George Peabody College for Teachers, Nashville, Tenn., 1945*

Dues—\$3 (includes subscription to *Social Education*, yearbook, miscellaneous publications)

Membership—3220; 586 additional subscriptions to *Social Education*.

Historical background—The National Council for the Social Studies, organized in 1921, became an NEA department in 1925. Permanent headquarters were established at the NEA in June 1940 with Wilbur F. Murra as executive secretary. The present secretary assumed his duties in 1943. The official journal of the Coun-

cil was the *Historical Outlook* from 1921 thru 1933; the *Social Studies* from 1934 thru 1936; and has been *Social Education* since January 1937. The Council meets generally in November.

Activities during 1944-45—The Council has carried forward its program thru meetings and publications. A major portion of these activities have been directed toward aiding teachers and curriculum planners in their thinking and planning for adjustments in the postwar social studies curriculum.

The twenty-fourth annual meeting was held in Cleveland, Ohio, November 26-28. The theme of this meeting, as carried out in the general sessions and the section meetings, was "The Social Studies Mobilize for Tasks of Reconstruction." The Council held joint meetings with the Mississippi Valley Historical Association in St. Louis, Missouri, in April, with the American Historical Association in Chicago in December, and with the NEA in Pittsburgh in July. In addition to this, the Department assisted numerous local affiliated organizations in planning their meetings and helping to provide them with speakers.

Social Education has been published monthly October thru May. Each member is sent copies of this journal.

The fourteenth yearbook called *Citizens for a New World* was published early in the year. This volume makes an outstanding contribution to the literature in the field of international relations.

The fifteenth yearbook, published in November, deals with the ever-present problem of individual differences—*Adapting Instruction in the Social Studies to Individual Differences*.

In November a significant statement of postwar policy for the social studies was published called *The Social Studies Look Beyond the War*. This statement, prepared by an advisory commission of 150 leaders in the social studies field, was adopted by the Council at its annual meeting and endorsed for publication.

A bulletin, *Diversity Within National Unity*, was published, dealing with racial, religious, and cultural diversity in our national life.

Recommendations and plans—During the coming year plans are being made to go forward with a vigorous publications program and to hold meetings that will be in compliance with the wartime restrictions. Joint meetings with the American Political Science Association and the Mississippi Valley Historical Association, were scheduled and later cancelled.

The Committee on Consumer Education prepared a monograph on the nature and role of consumer education in the social studies, to be published in 1945.

Five other bulletins scheduled for publication include "Political Parties and Processes," "Structure of Local Government," "Labor and Management Relations," "China in the School Curriculum," and "World History Test Items."

The 1945 yearbook will deal with problems of intergroup relations. It will analyze basic concepts in intercultural education, giving examples of practices in intercultural relations and present ways in which such education can be introduced into the social studies curriculum at all grade levels.

A series of practical teaching aids are being developed which will deal with methods and materials designed to assist the classroom teacher.

The Curriculum Committee is developing a publication in the curriculum series concerning social studies in the primary grades. Another project, social studies in the middle grades, is scheduled for publication in 1946.

Faced with the possibility of not holding the annual meeting in November, the Department will work to promote activity thru local affiliated councils.

NEA Departments

NATIONAL SCIENCE TEACHERS ASSOCIATION

President—PHILIP G. JOHNSON, *Cornell University, Ithaca, New York*

General Vicepresidents

NORMAN R. D. JONES, *5073 A Mardel Street, St. Louis 9, Missouri*

MORRIS MEISTER, *Bronx Highschool of Science, New York, New York*

Regional Vicepresidents

W. BAYARD BUCKHAM, *50 Buckeye Ave., Oakland, California*

FRED. W. MOORE, *Senior Highschool, Owosso, Michigan*

GRETA OPPE, *Ball Highschool, Galveston, Texas*

ROBERT H. CARLETON, *Highschool, Summit, New Jersey*

Regional secretary—DEBORAH RUSSELL, *State Teachers College, Framingham, Mass.*

Corresponding secretary—NATHAN A. NEAL, *Board of Education, Cleveland, Ohio*

Treasurer—HUGH C. MULDOON, *Duquesne University, Pittsburgh, Pennsylvania*

NEA headquarters contact—H. A. ALLAN, *director, Business Division*

Dues—\$1 for active members; other rates for affiliated, sustaining, institutional, and life members.

Membership—1709

Historical background—This Department was first known as the Department of Natural Science Instruction, later the Department of Science Instruction, still later the American Council of Science Teachers. In 1944 it merged with the American Science Teachers Association (an affiliate of the American Association for the Advancement of Science) to become the National Science Teachers Association. This NEA Department has the support of the American Association for the Advancement of Science. In 1944 the association absorbed the Department of Garden Education.

Activities during 1944-45—The Board of Directors met with the American Association for the Advancement of Science in Cleveland, Ohio, September 15, 1944.

A yearbook, *The Influence of the War*

on Science Teaching, was released to all members in October. A reserve stock was deposited at headquarters for sale.

Meetings with the Central Association of Science Teachers and the Middle States Association of Science Teachers were held in November.

A committee has developed a special report to indicate the relation of science instruction to consumer education. This was prepared in cooperation with the NASSP Consumer Education Study.

Recommendations and plans—[1] A drive for a larger number of group memberships, both institutional and affiliated, will be conducted next year. [2] A working relationship with the Cooperative Committee on Science Teaching has been established. A yearbook may be prepared jointly. [3] A symposium publication on *The Place of Science in American Education* is the responsibility of a special committee for the next meeting with the AAAS.

RURAL EDUCATION

President—LOIS M. CLARK, former adviser, Early Childhood and Elementary Education, Department of Public Instruction, Harrisburg, Pa., now assistant director of rural service, NEA

Vicepresident—E. E. STONECIPHER, director of rural education and extension, Kansas STC, Pittsburg

Executive secretary—HOWARD A. DAWSON, director of rural service, NEA

Executive Committee

DWIGHT L. BAILEY, director, rural education, Western Ill. STC, Macomb

CHLOE C. BALDRIDGE, *supt.*, Seward County Schools, 1946 S. 15th St., Lincoln, Nebr.

R. D. BALDWIN, *prof. of education*, West Virginia Univ., Morgantown

NORMAN FROST, *prof. of rural education*, George Peabody College for Teachers, Nashville, Tenn.

FRANK W. CYR, *prof. of education*, Teachers College, Columbia Univ., N. Y., N. Y.

ELMER PETREE, *asst state supt of schools*, Oklahoma City

A. F. ELSEA, *editor*, Educational Publications, Edwards Press, 140 Boonville Rd., Jefferson City, Mo.

HELEN ELAINE STENSON, *visiting asst professor*, Central Michigan College of Education, Mt. Pleasant

ELOISE MAYS, *general supervisor*, Marin County Schools, San Rafael, Calif.

FRANK C. RANDELL, *supt*, Hardin County Schools, Kenton, Ohio

Ex officio—President, vicepresident, and retiring president

Dues—\$2

Membership—400

Historical background—Forty-eight percent of all public-school children are enrolled in rural schools—12,100,000 pupils. Eighty-three percent of all school buildings—or 189,062—are rural school buildings. Of this number 108,000 are one-teacher schools. Five thousand local superintendents and principals, 1000 supervisors, and 3400 superintendents of larger administrative units are in charge of rural schools. Yet the average salary for the rural teacher is \$959 annually, and only \$86 is spent per pupil per year while \$124 is expended for urban chil-

dren. Sixty percent of teachers in elementary rural schools having one or two teachers have had less than two years of education beyond highschool, as compared with 10 percent in cities over 2500.

These facts speak for themselves. A program of action for rural education is vital to America's progress. To provide for greater aid to rural areas, the National Education Association in 1907 authorized creation of a Department of Rural and Agricultural Education, which was reorganized in 1919 as the Department of Rural Education.

In 1936 when a Division of Rural Service was set up at NEA headquarters,

with Howard A. Dawson director. Since February 1941 Dr. Dawson has also served as executive secretary of the Department of Rural Education. This year Lois M. Clark, president of the department, has come to NEA headquarters as assistant director of the Division of Rural Service.

Activities during 1944-45—The White House Conference on Rural Education was one of the most significant achievements of the year, focusing nationwide attention on the needs and problems of rural education. The Department cooperated actively in developing plans for the conference, in conducting the conference sessions, and in carrying on the state and local conferences stimulated by the White House meeting. It is thru these followup conferences that the work of the Conference is being taken to the people.

Another major achievement was the publication of the 1945 yearbook, *Rural Schools for Tomorrow*. This book, the second sponsored by the Department's

Commission on Rural Education and the War, is addressed to rural and farm leaders as well as to educators and is intended to stimulate and direct discussion of educational needs of rural people.

Recommendations and plans—Major attention will be given to the perfection of plans for a series of regional conferences covering the nation, along lines developed in three areas before travel limitations were in effect. Work will be done largely with selected state and local leaders looking forward to general conferences later and giving special emphasis to follow-up on the White House Conference.

Plans are also being made for development of materials of direct value to classroom teachers in rural schools. Inasmuch as a large proportion of the NEA's projected increase in membership must come from among rural teachers, it is particularly important that materials directed specifically to their needs and problems be developed at this time.

The Unknown Teacher

I SING the praise of the unknown teacher. Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward. Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher.—HENRY VAN DYKE.

SECONDARY TEACHERS

President—CORDA PECK, *director of dramatics, Collinwood HS, Cleveland, Ohio*

First vicepresident—JOHN E. DUGAN, *supervisor of student teaching, New Jersey STC, Montclair*

Second vicepresident—SPAHR HULL, *teacher of English, head of drama dept, Perry Highschool, Pittsburgh, Pa.*

Secretary-treasurer—MRS. IRENE MC ANERNEY, *South Highschool, Cleveland, Ohio*

Chairman, advisory council—WILLIAM LEWIN, *chairman, Dept of English, Weequahic Highschool, Newark, N. J.*

NEA headquarters contact—LYLE W. ASHBY, *asst director, Division of Publications Advisory Council*

HARDY FINCH, *head, English Dept, Greenwich Highschool, Greenwich, Conn.*

J. RAYMOND HUTCHINSON, *Thomas Jefferson Highschool, Elizabeth, N. J.*

GRETCHEN JENNINGS KIRBY, *Venice Highschool, Los Angeles, Calif.*

Dues—\$1

Membership—300

Historical background—The Department of Secondary Teachers is an organization devoted to exploration of the interests and problems of the secondary teacher in the various fields of instruction. It was established in 1886 as the Department of Secondary Education. Discontinued in 1924, it was revived by the Delegate Assembly of the National Education Association at its annual convention in Los Angeles in 1931. At the meeting in 1939 the name was changed to Department of Secondary Teachers.

Activities during 1944-45—The Department has continued to keep contact with its members and with highschool teachers in general thruout the country thru its official representatives.

The Audio-Visual Aids Committee, under the chairmanship of William Lewin, has continued its research and discussion of the many phases of the movie, radio, drama, and television.

Members of this committee meet frequently and their conclusions are published monthly in *Film and Discussion Guide*.

The enlarged Advisory Council met in New York City, December 27, 1944, to revise the constitution and to discuss educational activities of the Department for the year. Another meeting of the executive committee and the advisory council is planned for the summer in New York.

Recommendations and plans—Continuance of all present activities with the addition of one important new committee—a national committee to consider postwar functions and status of the secondary teacher. Chairman of this committee is John E. Dugan of New Jersey State Teachers College, Montclair. Committee members have been chosen from every state and are appointed by the NEA state directors. It is hoped that much benefit to highschool teachers and to all educators will result from the endeavors of this committee.

NEA Departments

SUPERVISION and CURRICULUM DEVELOPMENT

President—HOLLIS L. CASWELL, *director, Division of Instruction, Teachers College, Columbia Univ., New York*

First vicepresident—GORDON N. MACKENZIE, *professor of education, Teachers College, Columbia Univ., New York, N. Y.*

Second vicepresident—GLADYS L. POTTER, *supervisor of elementary education, Long Beach, Calif.*

Field secretary—JAMES F. HOSIC, *1521 Highland Road, Winter Park, Fla.*

Executive secretary—GERTRUDE A. HANKAMP, *1201 Sixteenth St. N. W., Wash. 6, D. C.*

Executive Committee

EDGAR M. DRAPER, *professor of education, School of Education, University of Washington, Seattle*

R. LEE THOMAS, *supervisor of elementary schools, State Dept of Education, Nashville, Tenn.*

JENNIE WAHLERT, *principal, Jackson School, St. Louis, Mo.*

Dues—\$4 (\$2 for persons with salaries less than \$1200 a year)

Members—3000

Historical background—The Department of Supervisors and Directors of Instruction had its inception as an independent society called the National Conference on Educational Method, organized in February 1921. The first number of its publication, the *Journal of Educational Method*, was published in September of the same year. At the Boston meeting of the NEA in February 1928 the name of the society was changed to the National Conference of Supervisors and Directors of Instruction, and the Executive Committee was instructed to prepare a petition asking for acceptance as an NEA department. This petition was acted upon favorably at the Minneapolis meeting in July 1929 and a regular department was thus created.

On March 1, 1943, the Department of Supervisors and Directors of Instruction merged with the Society for Curriculum Study, founded in 1924, and changed the name of the organization to the Department of Supervision and Curriculum Development. The department publishes a journal now called *Educational Leadership* (combining *Educational Method* and *Curriculum Journal*) and a yearbook.

Activities during 1944-45—Three committees have been at work on the problem of adjustment to the teacher shortage. DSCD has worked jointly with the Natl Assn of Secondary-School Principals, the Natl Vocational Guidance Assn, and the NEA Dept of Classroom Teachers to study recruitment of teachers. To discover needs of new teachers on the job, DSCD has set up a Committee on Inservice Teacher Education which, thru 65 field workers, is gathering

descriptions of situations in which teachers are working, how they meet their problems, and accounts of experiences most helpful in their personal and professional adjustment. The Committee on Problems of Beginning Supervisors has brought new supervisors together in local and state meetings to share experiences. Written accounts of experiences of beginning supervisors are being prepared into a handbook for supervisors.

DSCD has taken concrete steps to study the new demands placed upon education by wartime living. A committee to investigate extended school services for school-age children is studying and evaluating such programs in more than a dozen widely scattered communities. Interest of educators and public alike in the educational program of the Army and Navy was the stimulus for a DSCD publication, *Education in the Armed Services*, which was written with official approval of the War and Navy Departments.

Believing that an important approach to better education is thru helping teachers, parents, and others to understand children, DSCD sponsors jointly with the Assn for Childhood Education and the Natl Assn of Supervisors of Student Teachers two committees devoted to interpreting children and youth, one centering its attention on interpretation thru films, the other thru lay publications. Out of the work of the film committee has come an annotated listing, *Films, Interpreting Children and Youth*. An understanding of youngsters is further encouraged by a pamphlet on *Discipline for Today's Children and Youth* and by

an issue of *Educational Leadership* dealing with growing-up processes.

The importance of planning for today and the postwar period is explored in the DSCD 1945 Yearbook, *Group Planning in Education*.

Special problems and technics have been brought to the attention of school people in issues of *Educational Leadership* dealing with compulsory military training, audio-visual aids to learning, supervision for modern schools, workshops in teacher education.

Recommendations and plans—The 1946 Yearbook on the function and status of supervision is well underway. Many committees actively at work during the past year will enlarge upon their activities. *Educational Leadership* and *Building America*, the DSCD-sponsored series of pictorial study units will be published.

Committees which will be at work during the coming year are these: Committee on Basic Education, sponsoring a study of basic education in secondary schools in six communities within a hundred-mile radius of Portland, Oreg.; Ten-Year Study of Teacher Development, a comprehensive education history of selected students, beginning during secondary school and continuing thru college and several years of teaching; Committee on "A City and Its Children," preparing a study to help communities use their facilities for the wholesome growth of children; Radio Project Committee, a joint venture with the Institute for Democratic Education to organize teacher committees to prepare outlines for a series of recordings for broadcasting stations and schools.

NEA Departments

VISUAL INSTRUCTION

President—MRS. CAMILLA BEST, *Division of Audio-visual Aids, Orleans Parish School-board, New Orleans, Louisiana*

First vicepresident—BOYD RAKESTRAW, *University of California, Berkeley*

Second vicepresident—JAMES R. BREWSTER, *Encyclopaedia Britannica Films, Inc., New York, New York*

Secretary-treasurer—LELIA TROLINGER, *Bureau of Visual Instruction, University of Colorado, Boulder*

NEA headquarters contact—H. A. ALLAN, *director, Business Division*

Dues—\$2

Membership—750

Historical background—This department was organized at the Oakland-San Francisco meeting in July 1923. Application was made to the Board of Directors and was acted upon favorably. H. B. Wilson, superintendent of schools, Berkeley, California, was chosen first president. In normal times the Department meets twice a year.

Activities during 1944-45—The Department held a half-day meeting at the NEA meeting in Pittsburgh in July 1944. Participants in the program were Lt. Gordon MacKenzie; Stephen Corey, University of Chicago; James Kinder, Pennsylvania State College for Women; and Roger Albright, Teaching Films Custodians, New York. The subjects of the discussions dealt with visual education in the school curriculum and in adult education. A short business meeting was

held for the members after the program.

Among its activities for the year, the Department has worked with the Treasury Department in the use of films in the various war loan drives; with the Office of War Information in bringing information concerning the war by means of films to community gatherings; with PTA groups and local welfare agencies in the showing of films concerning juvenile delinquency. With the schools themselves, the Department has carried forward a program of assisting its members in the development of visual aids within the classroom as supplementary materials of instruction.

Recommendations and plans—Plans for the expansion of the work of the Department of Visual Instruction in the field of education in the postwar world are being developed at the present time so that this work can be carried forward to its fullest utilization by schools and communities.

Be ashamed to die until you have won some victory for humanity.—

HORACE MANN

VOCATIONAL EDUCATION

President—C. M. MILLER, *director, State Board for Vocational Education, Topeka, Kans.*

Secretary—PAUL L. CRESSMAN, *director, State Board for Vocational Education, State Dept of Education, Harrisburg, Pa.*

NEA headquarters contact—T. D. MARTIN, *director, Division of Membership, 1201 16th St. N. W., Wash. D. C.*

Dues—None.

Historical background—The Department of Vocational Education was organized in 1875 as the Department of Industrial Education and continued under this name until 1890 when it was reorganized as the Department of Industrial and Manual Training. In 1899 the name was changed to the Department of Manual Training, and in 1914 to the Department of Vocation Training and

Practical Arts. It assumed its present name in 1919. The department normally meets twice a year.

Activities during 1944-45—This Department cooperates actively with the NEA and the American Vocational Association. Because of the war emergency the Department has not had a full program this year, but as soon as conditions permit, a convention will be held.

I Love To Teach

I DO NOT KNOW that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a lifework, a profession, an occupation, a struggle: it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes and his distances from the ideal. There never has been in the world's history a period when it was more worthwhile to be a teacher than in the twentieth century; for there was never an age when such vast multitudes were eager for an education or when the necessity of a liberal education was so generally recognized.—WILLIAM LYON PHELPS.

The GARDENER of SOULS

BY JOSEPH AUSLANDER

*Who is the master teacher? He
Who from despair and fear sets free
The restless, sullen soul of youth
To range the harsh terrain of truth,
And from the blind abyss of folly,
The blackest pits of melancholy
To climb, to fall, to cling, to grope
Up the grim Everest of hope
Until above himself he stands,
A new strength in his bleeding hands,
And knows that by his faith he won
The shining summits of the sun.*

*Who is the master teacher? He
Who shows that to be truly free
No pain can be too much, no price
In discipline and sacrifice
Too great; that freedom is a pledge,
A promise and a privilege,
A glory earned, a grace to cherish,
Or, lightly held, as lightly perish.*

*He is the teacher who gives vision,
And courage to outface derision;
Who in an angry time can teach
A tolerance in thought and speech
Which stones may strike, but never reach.*

*He is the plowman who plows deep
The stubborn soil where passions sleep,
Each one for good or ill a seed,
And plucks the nettle and the weed,
Laboring hour upon hour
To bring the best in men to flower,
And finds in labor for the Lord
His recompense and his reward,
Toiling as his great Teacher toils,
Who is the Gardener of Souls.*

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NEA HEADQUARTERS DIVISIONS

THE EARLY WORK of the Association was carried on entirely by volunteers. NEA officers did their work for the Association at night or on the occasional weekend that they could free of other responsibilities. Outstanding contributions were made by such leaders as James H. Canfield, father of Dorothy Canfield Fisher. Headquarters of the NEA were wherever the secretary happened to live.

This arrangement, which met Association needs when the NEA was a small organization with several hundred members and no program of activity except an annual convention, was most unsatisfactory as the Association grew. In 1898 leaders in the organization, feeling that the time had come to provide a more businesslike setup, created the position of fulltime secretary.

First to hold this position was Irwin Shepard, who in addition to holding the presidency of the State Normal School at Winona, Minnesota, had since 1893 served as secretary, with a small salary for this parttime service beginning in 1895. NEA offices were in Secretary Shepard's home at Winona. There were several clerks on the staff, tho the Shepard family pitched in to help on the frequent occasions when the work was too heavy for the small staff.

The second fulltime secretary was Durand W. Springer, who with the assistance of a handful of clerks, maintained an office in Ann Arbor, Michigan.

World War I challenged teachers to

action and the Association, under Secretary J. W. Crabtree, established permanent headquarters in Washington, D. C. As the Association increased its services and membership doubled and redoubled again and again, the Association's staff grew, and has continued to grow under the fourth fulltime secretary, Willard E. Givens.

Work carried on at headquarters fell into natural groupings which formed the basis for the creation of divisions. A division of records and accounts was established in 1917, a division of field work in 1918, business division in 1919, publications division in 1920, secretary's office in 1920, research division in 1922, membership division in 1925, division of rural service in 1936, legislative and federal relations service in 1943, and divisions of audio-visual instructional service and adult education service in 1945.

As Association departments and commissions have grown in importance and responsibility, their work has called for fulltime secretaries at NEA headquarters. Three commissions and ten departments now have secretaries and staffs at the Washington office. The secretaries are listed with their respective agencies.

The NEA headquarters workers have always believed that the Association is not a building, a headquarters staff, or any group of officers or departments. It is a body of teachers, of members with ideals and purposes and the habit of participation in a common task.

ADULT EDUCATION SERVICE

THE EXECUTIVE COMMITTEE of the NEA has recently created a Division of Adult Education Service. A Director of this Division is being selected who will give effective nationwide leadership in the broad, complex, and important field of adult education. He will also be available to serve as Secretary of the Department of Adult Education.

Thru this Division help will be given in preparing and improving educational programs for preparation of teachers of adults, in curriculum work, and in development and use of materials specifically planned for adult education programs.

Education in our democracy is as broad as life. Our adults must constantly be kept informed on important issues.

This Director will give much attention to the educational problems facing returning veterans. Many of them have given several years in service to our country. Our schools and colleges have a definite responsibility to give each returning veteran the kind of educational help which he wants and richly deserves. This Division will seek to further helpful educational programs for all returning veterans.

AUDIO-VISUAL INSTRUCTIONAL SERVICE

THE EXECUTIVE COMMITTEE of the NEA has recently created a Division of Audio-visual Instructional Service. An individual is being selected who will serve as Director of this Division and give nationwide leadership in this important work. He will be available to serve also as Secretary of our Department of Visual Instruction. This Director will study the ways and means whereby radio, television, motion pictures, film strips, slides, charts, graphs, pictures, and all kinds of audio-visual instructional aids may be

used to expand and improve the educational program of our children and youth from nursery school thru the university.

The Director of this Division will study the extensive use which has been made of all kinds of audio-visual aids by the armed services during the war. He will help to secure for the use of our teachers much of the audio-visual material and equipment which will be made available for use in our schools and colleges when the war is over.

WITH MALICE TOWARD NONE; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just and a lasting peace among ourselves, and with all nations.

ABRAHAM LINCOLN

ACCOUNTS AND RECORDS

Mary J. Winfree, director

THIS DIVISION has responsibility for the cash received and disbursed by the Association, its committees and commissions, and most of the departments housed at headquarters. Since June 1, 1944, this has amounted to more than a million and a half dollars. Five bank accounts are maintained. The Division maintains the General Ledger and prepares detailed monthly and annual financial statements; has responsibility for Life Membership records and funds; clears all orders for publications accompanied by cash. Over 20,000 such orders were handled last year. Accounts receivable, arising from sales of publications, are collected by this Division; \$78,000 have been accounted for in items ranging from 1¢ up. The Division handled War and Peace Fund receipts and accounting—the gross amounting to over \$317,000.

Membership records—An addressograph file of over 400,000 plates is maintained, with 328,000 paid members, filed alphabetically by state, postoffice, and name of individual. A master file of over 400,000 cards arranged alphabetically serves as a cross reference.

Lists are audited and notations made of special requests. The maximum number of memberships that can be handled efficiently by one clerk in a day is 200; addressograph plates have to be prepared for new members and corrections made on old members who have changed names and addresses. Forty percent of

all memberships require changes. All enrolments amounting to \$4 or more are acknowledged within 24 hours of receipt.

In addition to maintaining a file of addresses, the Division prepares and sends out membership cards and addresses *Journals* during the interim of the regular addressing of *The Journal*.

The Division gives special reports, checks lists for membership, and prepares the semiannual membership counts, involving 17,000 locations.

One hundred percent enrolments are immediately acknowledged by renewal certificates or seals. The file of 100 percent membership has reached a new high of over 15,000 plates.

Financial records for all associations affiliated with the NEA are also maintained by the Division as are the membership records for the Department of Adult Education, American Educational Research Association, Higher Education, and Department of Rural Education.

Work for others—Addressograph plates are prepared for all the divisions, committees, commissions, and some departments. All regular publications for the departments are addressed in this division.

A promotion file of over 80,000 plates is kept by the division. Thru work orders, material, such as envelopes, cards, wrappers, lists, and the like is addressed for the entire Association. Over 4,900,000 addressings have been made since June 30th.

BUSINESS

H. A. Allan, director

Responsibility for the general business activities of the Association and its departments, commissions, and committees is placed in this Division of about 40 employees. These activities cover a wide range, include many transactions, and involve large amounts of money. Activities for 1944-45:

Audit of vouchers payable with distribution and allocation of charges; such vouchers total more than \$800,000.

Preparation of payrolls with computations of overtime, tax withholdings, and other deductions involving an average of about 223 employees for a total of \$533,000.

Maintenance of personnel records covering service, attendance, salaries, taxes, war bond purchases.

Administration of retirement annuity and group hospitalization plans, employer's liability, insurance, and bonding.

Preparation of special financial statements and budget material; assistance to Trustees with investments and property; inventories and billings.

Contacts with several government agencies on priorities, quotas, employment ceiling and regulations, salary and wage stabilization, taxes and grants-in-aid.

Convention and exhibit organization—performed prior to cancellation of meetings.

Advertising for the *Journal*—a very difficult problem of excess of demand over amount of space available.

Business management of the *Journal* and other periodicals with the current problem of paper supply and conservation.

Purchase of supplies and equipment; specifications and schedules for printing.

Operation of duplicating unit in which large quantities of mimeograph, multigraph, and multilith materials are produced.

Sales of publications, including all billings, inventories, and sales records.

Mailing of periodicals, yearbooks, bulletins, and many other printed and mimeographed materials; our payments to the postoffice this year amount to \$60,000.

Care of all stock and equipment—180 different items of stationery; 400 different titles on active list of publications; 125 typewriters, 18 adding machines, and 25 other pieces of motor-driven office equipment.

Information and telephone service.

Maintenance and operation of Administration Building. A complete study of the lighting problem has been made this year.

Altogether, the Division of Business is coordinated in one way or another with practically all of the Association's activities as questions of financing, policies, or procedures are so generally involved.

"Teachers are trustees of civilization."

FIELD SERVICE

Charl Ormond Williams, director

In lieu of travel—limited because of government restrictions—the Division of Field Service has intensified other efforts to reach individuals, organizations, and institutions.

The director serves as liaison staff member between the NEA and six of its departments or committees. Since 1923, she has served as NEA delegate on the Women's Joint Congressional Committee, of which 23 important national associations are members, and has worked, thru the technic of several subcommittees, in support not only of federal aid but other legislation endorsed by the Association. In 1944, with other lay and educational leaders, she attended both major political party conventions and helped to secure a positive plank in support of federal aid in the Democratic platform.

To strengthen professional and public relations of teachers, Institutes on Professional and Public Relations were begun in 1938 by the division in cooperation with teacher-education institutions, state education associations, state departments of education, and state branches of the National Congress of Parents and Teachers. To date, 330 have been held

in 129 colleges and universities in 43 states.

A study by the Committee on Professional Relations of the National Federation of Business and Professional Women's Clubs, of which the director of field service was chairman, was completed in 1945 and is now in pamphlet form under the title, *Voluntary Organization and Democracy*. Articles have been prepared in answer to requests from general-circulation magazines, as well as from journals of various lay and educational groups.

Farreaching work in 1944 concerned the organization of two White House conferences of 230 widely scattered members each. For each conference the director of field service served as executive chairman. The Continuation Committee of the Conference on "How Women May Share in Postwar Policy-Making" prepared a roster of 260 names of women qualified to serve on postwar commissions to present to the President of the United States and the entire Cabinet. The volume of *Proceedings* of the White House Conference on Rural Education includes speeches by the President and Mrs. Roosevelt and "A Charter of Education for Rural Children" which will point the way for improvement of rural education for years to come.

What the best and wisest parent wants for his own child, that must the community want for all its children.

—JOHN DEWEY

LEGISLATIVE-FEDERAL RELATIONS

R. B. Marston, director

Agnes Winn, assistant director

MORE THAN 125 bills directly affecting education were introduced in the 78th Congress. Between January 6 and April 1, 1945, more than 40 education bills found their way into the legislative hopper of the 79th Congress. Many additional measures of indirect significance to the educational welfare of American youth were pending as of April 1 before the Senate and House.

These proposals constitute in large part the basis of operations for the Legislative-Federal Relations Division. Within the circumference of this basis are many purposes of great potential power for strengthening the nation thru education: increasing federal aid to schools, constructing a stronger U. S. Office of Education, fashioning educational opportunities for veterans and other adults, improving the health of youth, extending the curriculum, incorporating in federal school laws basic principles which respect the proper relationships between federal and state educational organization and agencies, and establishing for education an important role in the maintenance of world peace.

Chief functions of the Division in relation to these issues relate [1] to education in terms of their meaning and importance and [2] to their development. The division undertakes to perform this

two-way service thru its informal publication—*Legislative News Flash*, special releases, correspondence, conferences, field service, work with other professional and lay groups, and hearings before Senate and House committees. The Division was represented at both 1944 conventions of the two major political parties.

The Division worked hard during the year to secure enactment of legislation favorable to education on the subject of government surplus property disposal. Public Law 457, enacted by the 78th Congress, includes provisions which, once they become effective, are certain to produce extensive benefits for education. The magnitude of the advantages to flow from this significant statute will not become obvious until after the close of the war.

Chief of immediate purposes before the Division is the enactment of federal aid legislation. The Thomas-Hill-Ramspeck legislation (S181-HR1296) constitutes one of the most far-seeing legislative proposals before the 79th Congress. Hearings on S181 were held January 29-February 2, 1945. Hearings on HR1296 got underway April 24, 1945.

A third proposal in the foreground of interest and effort is the location and definition of the functions of education in the organization for world peace. The wars that have beset this world within the reaches of all history stem partly

from ignorance or from prejudiced systems of education dominated and controlled by debased leadership. Education is a prime determinant of the purposes and character of people everywhere. It is time to harness this mighty force on a worldwide basis for peace and prosperity. This is one of the chief purposes before the NEA. It should become a controlling influence in the action program of educators everywhere.

A fourth objective before the division is to give impetus thru federal statutes to the cultivation of proper relationships between federal and state governments. Federal educational enterprises should channel thru the regularly established federal and state educational agencies. Strengthening the U. S. Office of Education is one of the major details in this broad program of worthwhile endeavor.

The greatest asset of the division in advancing educational welfare thru federal legislation is composed of the informed members of the teaching profes-

sion who are active on state and local fronts. A significant development in this respect is underway. In a vast majority of states there are now state federal relations committees cooperating with the division and under these are other committees which, in some instances, include the smallest communities in their operations.

This development needs to be stepped up [1] to include more workers, [2] to follow the signals when each play is called, and [3] to coordinate our full strength behind each play.

The only permanent foundation for this development is compounded on the one hand of dynamic faith in the power of education to elevate all mankind to higher levels of integrity in human relationships, and on the other hand of a steadfast and vigorous purpose on the part of each teacher to make his or her life count for something of lasting worth in helping to fashion education to meet the needs of the world.

THE AMERICAN STATESMAN—In our country, and in our times, no man is worthy the honored name of a statesman, who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy, jurisprudence; and by these he might claim, in other countries, the elevated rank of a statesman; but, unless he speaks, plans, labors, at all times and in all places, for the culture and edification of the whole people, he is not, he cannot be, an American statesman.—HORACE MANN in a Lecture, The Necessity of Education in a Republican Government, 1838.

NEA Headquarters Divisions

MEMBERSHIP

T. D. Martin, director

THIS division is charged with primary responsibility for promotion and maintenance of membership. This work is carried on in close cooperation with the NEA President and Secretary, the Journal editor, other members of the headquarters staff, NEA state directors, state secretaries, and other state and local leaders. NEA membership has more than doubled during the past decade. Comparative figures, as of May 31:

Date	Membership	Increase
1936	165,448	4,564
1937	181,228	15,780
1938	195,605	14,377
1939	201,682	6,077
1940	203,429	1,747
1941	211,191	7,762
1942	217,943	6,752
1943	219,334	1,391
1944	271,847	52,513
1945	331,605	59,758

The phenomenal increases of the past two years have been due, in large measure, to a growing awareness of the gigantic tasks with which our profession is confronted and a realization that these cannot be met successfully except thru larger membership, more effective organization, and more dynamic activity on the part of local, state, and national leaders.

Teachers have responded inspiringly to the challenge of the Five-Year Program. Goals of this Program and plans for realizing them are described elsewhere in this *Handbook*. Membership quotas have been suggested for each state. State and local leaders apportion these quotas among school systems of the

state and develop concrete plans for achieving them.

Definite arrangements have already been made for enrolling membership in Arizona, Hawaii, Montana, Oregon, Utah, Washington State, and Washington, D. C., on the basis of the "Unified Membership Plan."

A series of two or three letters carrying information regarding NEA work and encouraging local leaders to arrange effective enrolment plans, will be sent this year from NEA headquarters to all city and county superintendents, elementary and highschool principals, teachers college presidents, heads of departments of education in universities, and presidents and secretaries of local associations.

State directors and other state and local leaders will supplement these communications by state, district, and local conferences; preparation of articles on NEA work for state journals, local association periodicals, and local and state newspapers; arrangement for greetings from the NEA at the annual state convention and at district, county, and city teachers meetings; exhibits of NEA services and publications at these meetings; and arrangement for presentation of the purposes and program of the NEA and the FTA at teacher-training institutions.

This *Handbook*, the NEA motion picture, and the new *NEA History* will be helpful in presenting achievements and program of the Association.

The goal of 800,000 members by 1949 in our united professional organizations is high but not too high. It can be realized. It will be realized by aggressive cooperation of an awakened profession.

PUBLICATIONS

Joy Elmer Morgan, director
Lyle W. Ashby, assistant director
Mildred S. Fenner, assistant director

The Journal—The director of the Division, which was created in 1920, is editor of *The Journal*, official publication of the NEA which goes to every member. Since the first issue of *The Journal* (January 1921) 222 issues have been published. One of its greatest services has been to give new impetus to important educational enterprises.

With the smallest number of text pages in its history, because of wartime paper limitations, *The Journal* in 1944-45 attempted to meet the needs and interests of the largest number of readers it has ever had and at the same time to interpret to members one of the most significant years in Association history.

The Journal has thrown its full weight back of the Five-Year Program and has kept readers posted on progress of the federal aid battle, the campaign to secure an international office of education, and, insofar as space permitted, work of committees, commissions, and departments. The series on local associations has been continued with increasing effectiveness.

Leaders Letter—This four-page planographed *Letter*, authorized by the Executive Committee in July 1943, was first sent out on July 30, 1943. From 15,000 to 50,000 copies go about every other week to leaders in local, state, and national associations to keep them in touch with NEA plans and activities. Planning and editing of the *Letter* are handled by the Division. Fourteen letters were sent out during 1943-44. Up to May 31, 1945, 22

additional letters have gone out, dealing with such important subjects as suggestions for V-E Day, tax limitation, White House Conference on Rural Education, teachers' salaries, federal aid, the San Francisco conference.

American Education Week—The theme of the 24th observance, November 5-11, 1944, was "Education for New Tasks." Materials were prepared this year as usual by the Division. Income from sale of materials was \$20,244. Eight thousand packets and manuals were sold. Radio Skits were a new service. For the first time, complimentary packets were distributed widely to city and county superintendents and local education associations. Materials for the 25th anniversary celebration in 1945 are now in preparation. The theme for 1945, November 11-17, is "Education To Promote the General Welfare."

Future Teachers of America—Twenty-two new FTA chapters added during 1944-45 brought the total to 140 with 3501 members in 41 states, the District of Columbia, and Puerto Rico. The *Fifth Yearbook* was published and distributed to all members. Pennsylvania pioneered this year in working out a unified plan for FTA in keeping with the Five-Year Program.

Personal Growth Leaflets—Since May 1, 1944, more than 1,404,194 leaflets have been sold. Addition of these new titles brings the number of leaflets now available to 143: "The Tenth Generation" [PGL 11]; "Increase Federal Aid for Education Now" [PGL 56]; "Education for New Tasks" AEW 1944 [PGL 58]; "The Community" [PGL 80]; "The Man

Who Taught Me Most" [PGL 123]; "Prejudice" [PGL 130]; "Pressure Groups in Our Democracy" [PGL 157]; "World Citizenship" [PGL 159]; "A Century of Consumer Cooperation" [PGL 160].

War-time Commencement Manual—The movement to make commencements more vital and meaningful, advocated in a *Journal* editorial in December 1927, has spread until the idea has become nationally accepted. Each year the Division publishes, in a commencement manual, summaries of highschool graduation programs from the preceding year, together with scripts of programs and other suggestions. The 68-page *Third War-time Commencement Manual* issued in January 1945 contains 47 programs, three scripts, selected references. More than 4600 were distributed.

War and Peace Fund—In March 1943 the director of the Division was asked to serve as director of the War and Peace Fund Campaign, which was completed on May 31, 1945. Teachers responded generously, so that the total cash received in the national share of the Fund exceeded \$300,000. This is in addition to the one-third retained for use of participating state associations. The campaign had the effect of awakening teachers throughout the country to the necessity of a more dynamic and unified profession. The Fund is financing some of the most important and far-reaching activities of the Association and has helped to support these activities until increased dues could take effect.

Association printing—The Division

has since its beginning given service of technical editing and management through the press of most major publications of the Association and some of the Departments. Since 1921 more than three billion pages have been issued by the Association. During 1944-45 the Association published a total of 209,172,505 pages. This impressive record of service through publications was achieved within war-time paper restrictions.

Service to departments and committees—The director and assistant director have served as headquarters contacts for the Committee on Teacher Preparation and Certification, Committee on Citizenship, American Association of Teachers Colleges, Department of Secondary Teachers, National Association of Journalism Directors, and National Association of Teachers of Speech.

Educational Press Association—Dr. Ashby, who served as secretary-treasurer of the EPA 1935-1945, and who published its yearbook during that time, is now editing its fiftieth anniversary yearbook.

Millionaires Amendment—To help defeat the proposed 22nd amendment to the U. S. Constitution to limit the taxing power of the federal government to 25 percent, the Division in March initiated a mimeographed *Millionaires Amendment News Letter*. This is being sent to state association secretaries and presidents, NEA State Directors, and state superintendents of public instruction. The state legislatures of Arkansas, Illinois, Iowa, and Wisconsin, which had formerly favored the amendment, rescinded their action this year.

In the last war there were 1,700,000 graduates with A-1 classifications. Now there are 7,000,000. Then there were 400,000 college graduates classified as A1; now, 1,400,000.

OFFICE OF PUBLIC RELATIONS

Belmont Farley, director

THIS OFFICE works closely with NEA departments, commissions, committees, and headquarters divisions to gain co-operation of the public in action programs undertaken by the profession.

The Office of Public Relations maintains a press and radio service for NEA and department conventions; publicizes Association surveys, studies, policy statements, and activities; arranges network radio programs, often in cooperation with other associations and public agencies whose interest and support are sought.

Washington newspaper correspondents, various press services, magazine writers are in touch regularly with the NEA thru its Office of Public Relations. Releases are issued to daily and weekly newspapers, press services, radio commentators, and columnists. Assistance is given to local associations and lay groups in their public relations programs.

The director of the Office serves on the board of consultants of the CBS School of the Air and works with its staff and others engaged in radio. The Office is now cooperating with the War Advertising Council on publicity for the emergency in education and with the Office of War Information in a series of broadcasts interpreting American education to foreign countries.

Mailing lists for distribution of NEA

publications to educational and lay journals, newspapers, writers, libraries are maintained. In the files of the Office are photographs and biographies of educators for use of the press.

The program for 1944-45 emphasized federal aid, an international agency for education, veterans' education, postwar conversions in education, education by radio, recognition of the teacher's war-time services, rural education, opinions of educators on military training, teacher shortage, inequalities in American education, and development of public relations programs for education.

A few specific activities will illustrate the varied character of its work: [1] Maintenance of press services for White House Conference on Rural Education; conference on veterans' education; and Senate hearings on S. 181. [2] Sponsoring joint radio broadcasts on what we can learn from GI education, education for veterans, and education for world understanding. [3] Representation of organized education at hearings of Federal Communications Commission on frequency modulation broadcasting for education; National Employment Conference of the American Legion; U. S. Public Health Service. [4] Preparation of publications on federal aid, surplus war commodities for school use, and projects related to tributes for teachers.

Efficient universal education is the mother of national prosperity.

—RALPH WALDO EMERSON

RESEARCH

Frank W. Hubbard, director
Richard R. Foster, assistant director
Ivan A. Booker, assistant director
Hazel Davis, assistant director
Madaline K. Remmlein, assistant director

FOR MORE THAN two decades the Division has sought to perform two functions for the Association: [1] to provide information required currently, and [2] to undertake longtime investigations in anticipation of future needs. Its two major areas of operation have been technical, professional subjects (instruction and administration) and professional welfare problems (salaries, tenure, and retirement).

A few past achievements—Since 1922 the Research Division has answered at least 100,000 letters of inquiry. To answer these letters requires the preparation of hundreds of bibliographies and memorandums.

To date 106 major topics have been dealt with in *Research Bulletins*; more than 1,500,000 copies have been printed and distributed. These studies are primary sources of information on salaries, retirement systems, school finance trends, pupil and teacher personnel. Outstanding bulletins also have been issued in the fields of reading, administration, post-war planning, and social trends.

Forty-three yearbooks have been prepared for the departments of classroom teachers, elementary-school principals, and superintendents of schools. At least

250,000 copies of these yearbooks have been distributed.

Many of the NEA's surveys and studies of tenure conditions and laws, academic freedom, international relations, teaching procedures, economic status of teachers, and other committee problems have been prepared by the Research Division in close cooperation with the committees appointed by the Association to work in each field.

The current year—During the school year 1944-45 the Research Division has worked along the following lines:

[a] *Consultative service*—Thru its extensive correspondence the Division has helped a number of local salary committees to prepare their reports. Advice has been given to the committees of state associations on proposed new minimum-salary laws, and on tenure and retirement legislation.

Several dozen individuals and committees of laymen and teachers have visited the Division for guidance and materials on state legislation, salary schedules, personnel, and curriculum problems.

Hundreds of letters are being answered on curriculum, administrative, legislative, and instructional problems. Mimeographed memorandums have been released on the federal income tax, social security, and other federal questions.

[b] *Original studies*—This year the Division has made the following studies:

five years of trends in state finance legislation; the opinions of educators on military training and related subjects; the present status of minimum-salary laws; salaries paid in city-school systems for the year 1944-45; teacher attitudes on administrative procedures; certification standards required of elementary-school principals; court decisions in 1944 on tenure cases; teacher shortage conditions; salary schedules in city-school systems; cost-of-living trends and their meaning for teachers; staffs and salaries of state departments of education; safety education teaching units in elementary and secondary schools; conservation of sight thru better light; mandatory state-adopted contract forms; teacher oaths required by states; and the financial status of retirement systems.

[c] *Editorial*—In cooperation with the NEA Department of Classroom Teachers the Division has prepared four discussion booklets on tenure, retirement, educational planning, and school finance. Various NEA committees are being helped to compile data or prepare reports. The American Association of School Administrators yearbook on *Paths to Better Schools* (1945) has been published and the one on *Schoolboard Member* (1946) is being guided to completion. Now in process for the Department of Elementary School Principals are the yearbooks on *Community Living and the Elementary School* (1945), building

world goodwill thru the elementary school (1946), and spiritual values (1947). The proceedings of the White House Conference on Rural Education have been compiled.

[d] *Interpretative*—Thru articles, leaflets, and field trips the Division has interpreted and explained many of its research findings. Numerous bulletins and memorandums have been made available to press services and writers for national publications. Replies have been prepared in answer to articles attacking the profession.

[e] *Special projects*—The Division cooperates with the American Association of School Administrators in providing an information agency known as the Educational Research Service (\$25 annual subscription service). The Division's safety education program has been extended thru the National Commission on Safety Education. Helpful aids for classroom teachers and administrators have been developed and others are in process.

The years ahead—As the profession grows in strength thru better organization and more adequate funds the services of the Research Division should be extended. The Division's task is to collect more facts; to cover more unexplored areas; to improve the quality of the information collected; to present the information in most useful form; and to get it to the right people at the time when the information will be most effective.

I VIEW education as the most important subject we as a people can be engaged in.—ABRAHAM LINCOLN

RURAL SERVICE

Howard A. Dawson, director
Lois M. Clark, assistant director

IN COOPERATION WITH the Division of Field Service and Legislative and Federal Relations, the Division of Rural Service organized and conducted the First White House Conference on Rural Education, held at the White House and the NEA headquarters building, October 3, 4, and 5, 1945. The Conference was composed of 230 representatives having a major interest in rural life and education. At the general sessions at the White House, eight addresses were given. The Conference was divided into ten working groups, each of which produced a report. The *Proceedings* of the Conference have been published and are being given wide distribution. The Conference was financed by a grant from the NEA War and Peace Fund.

The Director, in cooperation with the secretary of the NEA Department of Higher Education, organized and conducted two Conferences on Educational Programs for Veterans, with special emphasis on educational programs of the noncollegiate type. The Conferences were composed of representatives of 15 governmental and 21 private agencies. A

report of the second Conference, held February 26, 27, and 28, 1945, has been prepared and published as a part of the *Official Report* of the American Association of School Administrators. Considerable correspondence has been carried on with governors and other state officials to acquaint them with the problems of programs for returning veterans and to urge the establishment of needed facilities for veterans' education.

The Conference strongly recommended that the NEA establish at its headquarters a veterans' education service.

A considerable part of the time of the director has been devoted to the promotion of federal aid for education, especially while he was secretary of the Legislative Commission until January 1, 1945.

On March 1, 1945, Lois Clark came to the Division as assistant director and will devote the major part of her time to services for rural teachers, especially teachers in small schools.

During the year, the director has delivered 34 addresses and attended 42 conferences on Association business in thirteen states and the District of Columbia and has written ten magazine articles on rural education or federal aid to education.

THE RURAL HOME is the nursery of the human race. No city reproduces its own population. Without constant and large additions from smaller communities, our major cities would die and disappear. The late George Russell reported that no family survived city life for more than five generations.

OFFICE of the EXECUTIVE SECRETARY

Willard E. Givens, executive secretary
Karl Berns, assistant secretary
Harriett M. Chase, chief assistant to the
secretary

THE TEACHERS' PROFESSIONAL HOME in the nation's capital is occupied by 11 divisions, three commissions, and nine of the twenty-eight departments—a staff of over 200 people. The Secretary's Office directs the functions outlined by the policy-making bodies of the Association—the Representative Assembly, Board of Directors, Executive Committee, and Board of Trustees—and serves as a clearinghouse for the divisions, departments, commissions, and committees. Wise planning and close coordination have enabled the work to be done efficiently in spite of wartime handicaps.

The responsibility for selecting clerical personnel is part of the work of this office. The government agencies hold priorities which make it difficult to secure adequate clerical and stenographic help.

All mail for the building is opened, stamped, and distributed in the Secretary's Office and much of it is answered here. In addition to this general correspondence, much of the work of the officers of the Association, particularly that of the President, is done here. The reorganization of NEA committees, commissions, and councils as a part of the Five-Year Program has resulted in much additional correspondence this year in appointment of the nationwide advisory

committee members. The total number of these for 1944-45 is 4700.

Owing to postponement of the Buffalo meeting, much time has been spent on plans for field work for next year. All official documents, such as minutes of the Executive Committee, Board of Trustees, Board of Directors, and Representative Assembly, are prepared by the Secretary's Office for the permanent record. Many of the hundreds of visitors who come to NEA headquarters annually spend some time in the office of the Executive Secretary. These contacts are of great value to the Association. More and more teachers who come to Washington visit their professional home in the nation's capital. All are welcome.

Calls upon the Executive Secretary for participation in conferences of all kinds are heavy. He serves regularly as a member on the official boards of more than a dozen national organizations and is called upon to address many organizations and groups.

Helpful cooperation is given by the secretaries of state education associations and a closer working relationship is being developed among local, state, and national education associations as a part of the Five-Year Program.

The Chief Assistant to the Secretary, along with her many other duties, has served as staff liaison to the Committee on Bylaws and Rules, the Committee on Necrology, and the Department of Kindergarten-Primary Education.

A PRAYER for TEACHERS

O GOD, Thou who hast ever brought all life to its perfection by patient growth, grant me patience to guide my pupils to the best in life.

Teach me to use the compulsion of love and of interest; and save me from the weakness of coercion.

Make me one who is a vitalizer of life and not a merchant of facts.

Show me how to overcome the forces that destroy by harnessing the urges that lead to the life abundant.

Give me such a sense of value that I may distinguish the things that last from those that pass, and never confuse mountains with molehills.

Grant me insight to overlook the faults of exuberance because I can see with prophetic eye the possibilities of enthusiasm.

Save me, O Lord, from confusing that which is evil with that which is only immature.

May I learn the laws of human life so well that, saved from the folly of reward and punishment, I may help each pupil of mine to find a supreme devotion for which he will give his all. And may that devotion be in tune with Thy purpose for Thy world.

May I be so humble and keep so young that I may continue to grow and to learn while I teach.

Grant that I may strive not so much to be called a teacher as to be a teacher; not so much to speak of Thee, but to reveal Thee; not so much to talk about love and human service, but to be the spirit of these; not so much to speak of the ideals of Jesus, but in every act of my teaching to reveal His ideals.

Save me from letting my work become commonplace by the ever-present thought that, of all human endeavors, teaching is most like the work that Thou has been doing thru all the generations.

AMEN

—Prayer by CHAPLAIN WALLACE GRANT FISKE, OCS, AAFETTC
at the Florida Education Association District Convention

CODE OF ETHICS *for the Teaching Profession*

THIS CODE OF ETHICS, which is a revision of an earlier code adopted in 1929, was adopted by the Representative Assembly of the National Education Association at the Boston convention July 1941. It is available for distribution as Personal Growth Leaflet No. 135. A copy should be placed in the hands of every prospective teacher. The integrity and future greatness of our profession depend on our building the principles of this code into the life of each new teacher coming on.

Preamble

BELIEVING: That true democracy can best be achieved by a process of free public education made available to all the children of all the people;

That the teachers in the United States have a large and inescapable responsibility in fashioning the ideals of children and youth;

That such responsibility requires the services of men and women of high ideals, broad education, and profound human understanding; and, in order that the aims of democratic education may be realized more fully, that the welfare of the teaching profession may be promoted; and,

That teachers may observe proper standards of conduct in their professional relations, the National Education Association of the United States proposes this code of ethics for its members.

The term "teacher" as used in this code shall include all persons directly engaged in educational work, whether in a teaching, an administrative, or a supervisory capacity.

Article I—Relations to Pupils and the Home

Section 1—It is the duty of the teacher to be just, courteous, and professional in all his relations with pupils. He should consider their individual differences, needs, interests, temperaments, aptitudes, and environments.

Section 2—He should refrain from tutoring pupils of his classes for pay, and from referring such pupils to any member of his immediate family for tutoring.

Section 3—The professional relations of a teacher with his pupils demand the same scrupulous care that is required in the confidential relations of one teacher with another. A teacher, therefore, should not disclose any information obtained confidentially from his pupils, unless it is for the best interest of the child and the public.

Section 4—A teacher should seek to establish friendly and intelligent cooperation between home and school, ever keeping in mind the dignity of his profession and the welfare of the pupils. He should do or say nothing that would

undermine the confidence and respect of his pupils for their parents. He should inform the pupils and parents regarding the importance, purposes, accomplishments, and needs of the schools.

Article II—Relations to Civic Affairs

Section 1—It is the obligation of every teacher to inculcate in his pupils an appreciation of the principles of democracy. He should direct full and free discussion of appropriate controversial issues with the expectation that comparisons, contrasts, and interpretations will lead to an understanding, appreciation, acceptance, and practice of the principles of democracy. A teacher should refrain from using his classroom privileges and prestige to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.

Section 2—A teacher should recognize and perform all the duties of citizenship. He should subordinate his personal desires to the best interests of the public good. He should be loyal to the school system, the state, and the nation, but should exercise his right to give constructive criticisms.

Section 3—A teacher's life should show that education makes people better citizens and better neighbors. His personal conduct should not needlessly offend the accepted pattern of behavior of the community in which he serves.

Article III—Relations to the Profession

Section 1—Each member of the teaching profession should dignify his calling on all occasions and should uphold the importance of his services to society. On

the other hand, he should not indulge in personal exploitation.

Section 2—A teacher should encourage able and sincere individuals to enter the teaching profession and discourage those who plan to use this profession merely as a stepping-stone to some other vocation.

Section 3—It is the duty of the teacher to maintain his own efficiency by study, by travel, and by other means which keep him abreast of the trends in education and the world in which he lives.

Section 4—Every teacher should have membership in his local, state, and national professional organizations, and should participate actively and unselfishly in them. Professional growth and personality development are the natural product of such professional activity. Teachers should avoid the promotion of organization rivalry and divisive competition which weaken the cause of education.

Section 5—While not limiting their services by reason of small salary, teachers should insist upon a salary scale commensurate with the social demands laid upon them by society. They should not knowingly underbid a rival or agree to accept a salary lower than that provided by a recognized schedule. They should not apply for positions for the sole purpose of forcing an increase in salary in their present position; correspondingly, school officials should not refuse to give deserved salary increases to efficient employees until offers from other school authorities have forced them to do so.

Section 6—A teacher should not apply

for a specific position currently held by another teacher. Unless the rules of the school system otherwise prescribe, he should file his application with the chief executive officer.

Section 7—Since qualification should be the sole determining factor in appointment and promotion, the use of pressure on school officials to secure a position or to obtain other favors is unethical.

Section 8—Testimonials regarding teachers should be truthful and confidential, and should be treated as confidential information by the school authorities receiving them.

Section 9—A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. Ample notification should be given both by school officials and teachers in case a change in position is to be made.

Section 10—Democratic procedures should be practiced by members of the teaching profession. Cooperation should be predicated upon the recognition of the worth and the dignity of individual personality. All teachers should observe the professional courtesy of transacting official business with the properly designated authority.

Section 11—School officials should encourage and nurture the professional growth of all teachers by promotion or by other appropriate methods of recognition. School officials who fail to recommend a worthy teacher for a better position outside their school system because they do not desire to lose his services are acting unethically.

Section 12—A teacher should avoid

unfavorable criticism of other teachers except that formally presented to a school official for the welfare of the school. It is unethical to fail to report to the duly constituted authority any matters which are detrimental to the welfare of the school.

Section 13—Except when called upon for counsel or other assistance, a teacher should not interfere in any matter between another teacher and a pupil.

Section 14—A teacher should not act as an agent, or accept a commission, royalty, or other compensation, for endorsing books or other school materials in the selection or purchase of which he can exert influence, or concerning which he can exercise the right of decision; nor should he accept a commission or other compensation for helping another to secure a position.

Article IV—Standing Committee on Professional Ethics

There is hereby established a Standing Committee on Professional Ethics consisting of five members appointed by the president.

It shall be the duty of the Committee to study and to take appropriate action on such cases of violation of this Code as may be referred to it. The Committee shall be responsible also for publicizing the Code, promoting its use in institutions for the preparation of teachers, and recommending needed modifications.

If, when a case is reported, it is found to come from a state which has an Ethics Committee, such case shall immediately be referred to said state committee for investigation and action. In the case of

a violation reported from a state which has neither a code nor an ethics committee, or from a state which has a code but no ethics committee, the NEA Ethics Committee shall take such action as seems wise and reasonable and will impress members with the importance of respect for proper professional conduct.

Such action shall be reported to the chief school officers of the community and the state from which the violation is reported.

The Committee is further vested with authority to expel a member from the National Education Association for flagrant violation of this code.

FUTURE TEACHERS OF AMERICA

PLEDGE

The good teacher requires:

PHYSICAL VITALITY. I will try to keep my body well and strong.

MENTAL VIGOR. I will study daily to keep my mind active and alert.

MORAL DISCRIMINATION. I will seek to know the right and to live by it.

WHOLESOME PERSONALITY. I will cultivate in myself goodwill, friendliness, poise, upright bearing, and careful speech.

HELPFULNESS. I will learn the art of helping others by doing helpful things daily in school and home.

KNOWLEDGE. I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions.

LEADERSHIP. I will make my influence count on the side of right, avoiding habits that weaken and destroy.

*These Things Will I Do Now that I May Be
Worthy the High Office of Teacher*

This FTA Pledge is taken by all who become members of FTA groups. It may be printed in your college catalog or magazine without further permission.

THE PLATFORM *of the National Education Association*

THE RESOLUTIONS adopted by the National Education Association at its conventions over a period of nearly ninety years have had a profound influence on American education. Until 1931, however, there was a tendency to repeat each year in the resolutions the educational philosophy of the organization, thereby obscuring the significance of current issues. A committee appointed in that year drew up a permanent platform, which was adopted at the 1932 convention. The platform has been restudied by each Committee on Resolutions since that time and changed in the light of new needs and purposes. Resolutions each year deal with the specific issues pressing at the time. The platform is supplemented by the annual resolutions.

The platform of the National Education Association is not a thing of words, but a program of action, of tasks for achievement. Every officer of a local, state, or national association should study this platform, pick out from it the particular points that are in his field of action, and go forward to reach the goals set forth.

THE NATIONAL EDUCATION ASSOCIATION believes that education is the inalienable right of every American; that it is essential to our society for the promotion and preservation of democratic ideals. Therefore, the Association declares its convictions and challenges its members to leadership in attaining the objectives of this covenant.

I. The Child

Every child, regardless of race, belief, economic status, residence, or physical handicap, should have the opportunity for fullest development in mental, moral, social, and physical health, and in the attitudes, knowledge, habits, and skills that are essential for individual happiness and effective citizenship in a democracy. As means to this end, the Association advocates:

[A] Enriched curriculums that prepare the child for his cultural, vocational, recreational, social, and civic responsibilities, and that take into account the interests, needs, and abilities of individuals.

[B] Socially desirable environment that will give a background of more fertile experience. The radio and motion pictures are of such momentous force in the life of the child that every effort should be exerted toward the continuous improvement of motion pictures and radio programs.

[C] Appropriate instruction in health which will help the child to understand the scientific basis of health and to develop health habits. This will include scientific instruction regarding the effects of alcohol and narcotics upon the human body and upon society.

[D] Health services that will strengthen the effectiveness of individuals as citizens. The school should fight the evils of malnutrition, physical ailments, and lack of physical comforts by securing adequate food, clothing, and medical care thru coordinated efforts of local, state, and federal agencies for the children who are in need.

[E] Amendment of the Constitution of the United States to provide for the prohibition of child labor.

[F] The right to unfettered teaching, which will aid the child to adjust himself to his environment and to changing social conditions thru the development of habits of sound thinking. The fundamental principles of American democracy demand that students be informed concerning controversial issues.

[G] Systematic programs of vocational and educational guidance, vocational placement, and followup, in charge of competent persons especially equipped for the work.

[H] Recreational programs that lead toward constructive use of leisure time.

II. The Teacher

Teachers, regardless of position or title, are professional workers in a common cause, and, as such, have certain responsibilities and rights. The interests of the child and of the profession require:

[A] Teachers of sound character and good health, with high civic ideals, who have been effectively prepared for the service which they are to perform. Their education should be rich in cultural, professional, and subjectmatter content, and adapted to the demands of actual service.

[B] Teachers who have the professional attitude in regard to selfimprovement.

[1] Those in service should be students of professional problems, seeking in every way to develop better educational practices.

[2] Teachers should observe the principles of conduct set forth in the Code of Ethics adopted by the National Education Association.

[3] Teachers should have membership in local, state, and national education associations.

[C] Teachers who are protected in their Constitutional rights of freedom of speech, press, and assembly. Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress.

[1] The teacher's conduct should be subject only to such controls as those to which other responsible citizens are subjected.

[2] Teachers should have the privilege of presenting all points of view without danger of reprisal by school administrations or by pressure groups in the community.

[3] Teachers should have the right of protection from intimidation thru fear of loss of position, reduction of salary, loss of opportunities for advancement, or deprivation of their usual assignments, responsibilities, and authorities.

[4] Teachers should have the right to organize, and to support organizations that they consider to be in their own and in the public interest. Likewise, they should have the right to participa-

tion in determining school policies and school management.

[D] Teachers who are protected by salaries adequate to attract and hold in the service men and women of marked ability and thoro training.

[E] Teachers who are protected, in case of disability or old age, by means of sound retirement systems and, in case of financial emergency, by credit unions.

[F] Teachers who are protected from discharge for political, religious, personal, or other unjust reasons by effective tenure laws.

III. The Adult

The adult furnishes to society leadership and vision; therefore, it is essential that he be trained in the fundamentals of education, be made responsive to the demands upon him as a citizen, and be enabled to give guidance to youth. The Association advocates concerted local, state, and national efforts to attain these ends thru:

[A] Adult education that enriches the cultural aspects of life, prepares for parenthood, provides opportunity to develop personal talents, improves or retrains for greater efficiency, and emphasizes the responsibilities of social life.

[1] The existence of illiteracy in the United States presents an insistent challenge to laymen and teachers.

[2] The minimum requirements for naturalization should include the ability to read and to write the English language understandingly; a general knowledge of local, state, and national government; the desire to exercise the right of suffrage; and evidence of mental and economic

competency. Provision should be made to receive all persons into citizenship with suitable ceremony.

[B] Recreational programs that will give training in the use of leisuretime activities.

IV. Organization

A combination of national, state, and local support of public schools is necessary to provide adequate educational opportunities in all sections of the various states. For maximum effectiveness the Association believes that:

[A] The national government should study, stimulate, and support education in the interest of a high type of citizenship.

[1] The federal government should disseminate information on problems of education.

[2] A Department of Education with a secretary in the President's Cabinet should be established.

[B] The state government should organize and direct education within the state.

[1] The state department of education in each state should:

[a] Thru experimentation and leadership, stimulate local communities to provide adequate programs of education.

[b] Provide and administer a system of certification of teachers based upon professional standards. The Association recommends a minimum of four years of college preparation.

[c] Certify as to the adequacy of local programs of education in meeting state standards.

[2] Each state should provide for a

system of free schools, beginning with the nursery school and extending thru the university, with a full school day, a full school year, and class enrolment not to exceed thirty, with special attention to groups of exceptional children, and with provision for adult education.

[a] Schools for children in rural communities should be recognized as essential and integral parts of the public-school system.

[b] Exceptional children, whether gifted or handicapped, should receive instruction, guidance, and special care in accordance with their respective needs.

[c] Every state should provide a complete program of vocational education for youths and adults. *First*, classes should be organized and maintained as integral parts of local school systems. *Second*, parttime and evening classes should be provided when necessary.

[3] Every state should provide for the training of teachers and should establish standards of qualification.

[C] The local district should organize and administer its school system in conformity with the standards set by the state.

[1] Local, district, and state boards of control should be chosen on a nonpartisan basis, selected at large from the areas that the board is to serve. Terms of office should be such that a majority of the board will not come into office at any one time.

[2] The local unit of school control should be large enough to justify the employment of men and women with special training in educational leadership for administration and supervision.

[3] Lay boards should be guided by the recommendations of professional educators.

[4] School budgets should be prepared by the school superintendent and his staff and approved by the board of education.

[5] The selection and promotion of teachers should be on a professional basis. *First*, teachers of equivalent training and experience should receive equal pay, regardless of sex or grade taught. *Second*, teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.

V. Finance

Combined liberal support from national, state, and local sources is necessary to provide a complete program of adequate educational opportunities in all sections of the various states. In order to make this program possible with maximum effectiveness the Association advocates:

[A] A coordination of the taxing policies of national, state, and local units of government.

[B] The federal government should give financial assistance to the states and territories for the support of education.

[1] Federal funds should be provided with the understanding that the expenditure of such funds and the shaping of educational policies shall be matters of state and local control.

[2] Special federal funds should be made available without federal dictation to prevent the interruption of education in areas devastated by widespread disasters.

[3] Until Congress establishes a Department of Education, funds appropriated to the Office of Education should be augmented to make its efforts increasingly effective.

[C] Each state should provide for the support from public funds of a complete system of free schools.

[D] Each unit of government should be free from measures designed to place a constitutional limit on taxation within the various states.

[E] Boards of education should have financial autonomy in order to fulfill their responsibilities.

[F] Research in public finance should discover and disseminate facts concerning the best sources for revenues and their efficient expenditure.

[G] A continuing program of enlightenment of the public, pupils, and teachers regarding the financial needs of the schools and regarding the principles of taxation should be carried on within the various states.

VI. Public Relations

Education should prepare each generation to meet the social, economic, and political problems of an ever-changing

world. All activities of the school should contribute to the habits and attitudes that manifest themselves in integrity in private and public life, law observance, and intelligent participation in civic affairs and world citizenship. To establish thru education closer relationship of people, the Association advocates:

[A] Continuous programs to interpret to the community the aims, practices, and achievements of the schools.

[B] National movements among parents and teachers to safeguard the welfare of children and to bring the school, the home, and the community into closer cooperation.

[C] World education associations that will encourage systematic interchange of professional knowledge, visits, and conferences.

[D] Teaching children the truth about war, its cost in human life and ideals and in material wealth; the values of peace; and the need of an organization of nations with power to preserve peace.

[E] The teaching of history in such a manner that, while at all times presenting accurate statements of fact, it will emphasize the virtues and achievements of all nations and increase international goodwill.

By law and punishment, by social agitation and discussion, society can regulate and form itself in a more or less haphazard and chance way. But thru education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move.—JOHN DEWEY

RESOLUTIONS *Adopted at Pittsburgh*

THE WAR—The National Education Association humbly acknowledges the debt of all Americans to the men and women serving in the armed forces of our nation, and above all to those who have made the supreme sacrifice in our behalf, and hereby expresses profound gratitude to those carrying the brunt of the battle. The Association pledges to those who return from the conflict an unremitting effort to understand their problems and to offer them whatever help is in our power.

The National Education Association urges all teachers, uninfluenced by any enervating belief that the war is almost won, to continue their united participation in securing a speedy and complete victory. The Association recommends that all teachers consistently present those ideals of freedom and liberty needed to perpetuate our great republic in either war or peace.

[2] *Maintenance of peace*—The National Education Association believes that enduring peace must be supported by a permanent organization of peace-loving nations. The Association, therefore, urges the President of the United States and the Congress to take immediate steps toward the calling of a council of all the United Nations for the purpose of working out plans to establish and maintain world peace; such council to be called at the earliest possible date.

[3] *Education and world peace*—The National Education Association is convinced that history demonstrates the

power of education to shape young minds into nationalistic war patterns, and proves the necessity of an enlightened world as a basis for enduring peace. The Association, therefore, urges the immediate establishment of a United Nations council on educational policy, and recommends that the government of the United States, when the peace is made, use its influence in the creation of a permanent international agency for education as a means of promoting goodwill among all nations.

[4] *Education's responsibility for youth*—The National Education Association, cognizant of the fact that there is vast undeveloped wealth in human life, especially in the youth of the land, recommends that:

[a] Guidance in its broad aspects—educational, ethical, civic, social, occupational—be made available to every youth, and that every teacher accept responsibility for guidance.

[b] Students in highschool and college, if possible, remain until graduation.

[c] Programs suited to particular needs of youth be developed to promote the welfare of those both in school and out of school.

[d] Scholarships for advanced and specialized training be established for young adults with meritorious capabilities.

[e] Greater emphasis be placed on the following ideals: Any socially useful work is honorable; mastery in any

worthy undertaking is the minimum objective; mutual respect for the rights of individuals or groups is essential.

[5] *Intercultural understanding*—The National Education Association believes that teachers and educational institutions of this country have a heavy responsibility for educating the youth to understand the achievements and problems of all groups, and an obligation to develop a determination to remove the causes of group conflicts.

[6] *Conservation education*—The National Education Association, knowing that many natural resources essential to life are being depleted at an alarming rate, urges increased emphasis upon the teaching of conservation, and recommends the immediate preparation of the appropriate materials for this purpose.

[7] *School attendance*—The National Education Association urges the adoption and strict enforcement of adequate school attendance and child labor laws.

[8] *Financial support of education*—The National Education Association reaffirms its faith in the principle of federal aid to education without federal control, and vigorously urges that Congress enact the Ramspeck Bill, H. R. 2849, or similar legislation, to the end that educational opportunity thruout the nation may be more nearly equalized, and money be made available to increase substandard salaries of teachers.

[9] *Salary adjustments*—The National Education Association commends those school authorities who have provided salary adjustments to meet the increased cost of living. The Association strongly

urges further increases thru the establishment and maintenance of adequate salary schedules which are needed to secure and retain capable teachers.

[10] *Federal tax limitation*—The National Education Association opposes any amendment to the United States Constitution which provides for a limitation on federal income, inheritance, and gift taxes and recommends to state education associations their vigorous opposition to such amendment.

[11] *The federal income tax*—The National Education Association recommends that the federal income tax law be amended, first, to exempt from federal taxation the retirement allowances of all persons who are or may be retired under local and state retirement systems, as is done in the case of certain other retirement systems; and, second, to provide that teachers and others paid in fewer than twelve installments be not penalized.

[12] *Cumulative sick leave*—In order that the highest efficiency be maintained in the classroom, the National Education Association recommends that the states provide cumulative sick leave for all teachers.

[13] *Recruitment of teachers*—The National Education Association recognizes that effective teaching, a prerequisite to learning, demands recruitment of individuals with the best personal and scholastic abilities. Therefore, the Association recommends that highschools and institutions of higher learning exert their influence to interest outstanding youth in entering the teaching profession.

[14] *Equal rights*—That the National Education Association endorse an amendment to the Constitution guaranteeing equal rights for men and women in the United States.

[15] *Appreciation*—The National Education Association expresses appreciation for the courteous hospitality extended by the many organizations and persons of the city of Pittsburgh and the state of Pennsylvania who have contributed to

the success of its eighty-second annual convention. The Association acknowledges with gratitude the friendly interpretation of the spirit of the convention by the press and radio.

Adopted by the NEA Representative Assembly, July 6, 1944.

RESOLUTIONS COMMITTEE

Martin Wilson, *chairman*

David Kirby, *vicechairman*

Mrs. Lila R. Marshall, *secretary*

THE SPIRIT OF THE WORKER—Life is indeed darkness save when there is urge, And all urge is blind save when there is knowledge, And all knowledge is vain save when there is work, And all work is empty save when there is love; And when you work with love you bind yourself to yourself, and to one another, and to God. And what is it to work with love? It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth. It is to build a house with affection, even as if your beloved were to dwell in that house. It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit. It is to charge all things you fashion with a breath of your own spirit.—FROM "THE PROPHET" BY KHLIL GIBRAN

TEACHING is a great trusteeship—the debt eternal of each generation to the new life which must take its place. As surely as children grow, the schools must go on. Education cannot wait. The neglect of growing youth cannot be repaired. The war intensifies the need for good teachers. Victories in war and peace are won not by machines, but by men—men of purpose, skill, initiative, and courage. Men mine the ore, make the steel, fashion the weapons, fly the planes, negotiate the treaties, keep or break the peace, build the future.

The STORY of NEA PUBLICATIONS

THE NATIONAL EDUCATION ASSOCIATION, together with its departments, commissions, committees, and headquarters divisions, has developed a publications program tremendous in scope. Most publications are prepared for teachers but to an increasing extent materials are being developed for public information.

Significance of a publications program is shown not alone by number of publications issued but by number of pages and extent of distribution. Note the amazing growth since reorganization of the NEA in 1920 in number of pages printed and distributed:

1920-21—22,951,650

1930-31—163,654,750

1943-44—215,670,920

These figures indicate the rapidly developing breadth and effectiveness of the work of the Association as reflected by its publishing program. Quality of publications, both as to content and appearance, has developed along with the increase in volume.

Publications of the NEA Itself

The Journal of the National Education Association, published monthly during the school year, is the one contact which the Association has regularly with every member. The voice of the teaching profession organized on a national basis, it serves as the official organ of the NEA. It presents the major issues affecting education and deals with the broad problems of social-economic scene in which the schools work. Free to members; \$3 to others.

Leaders Letter—Beginning in 1943, the *Leaders Letter* has been published to provide more frequent contact with leaders thruout the nation. Most issues deal with some special problem. Provided free to a selected list of leaders largely based upon position occupied. Published at irregular intervals of once a month or oftener.

The *Research Bulletin* is issued quarterly in October, December, February, and April. It has been published since 1922. Many issues deal with such problems as teachers' salaries, school finance, and other aspects of teacher welfare and school administration; others deal with teaching problems. Free to all \$5 and life members of the Association. Yearly subscription \$1. Single issues, 25¢.

The Annual Volume of Addresses and Proceedings constitutes a continuing record of the development of the organized teaching profession since the NEA was organized in 1857. Each volume contains a record of the program and activities of the Association, its departments, commissions, and committees. In recent years its size has been reduced, owing to the paper situation. This volume goes to all \$5 and life members of the Association. Price \$3. Because of cancellation of convention there will be no *Proceedings* for 1945.

Commissions and Committees

The Educational Policies Commission of the NEA and the American Association of School Administrators was established in 1935. Its publications constitute one of the most influential series of docu-

ments in the history of American education. Among major publications are:

The Unique Function of Education in American Democracy (out of print)

The Purposes of Education in American Democracy

The Structure and Administration of Education in American Democracy (out of print)

Education and Economic Wellbeing in American Democracy

The Education of Free Men in American Democracy

The Commission has also published two major books dealing with immediate approaches to important problems thru the schools: *Learning the Ways of Democracy* and *Education for All American Youth*, a proposed program for secondary education. Underway is a comprehensive study of the program of elementary education. The Commission has published many pamphlets such as *A Program for the Education of Returning Veterans*, *Compulsory Peacetime Military Training*, and *Education and the People's Peace*.

The National Commission for the Defense of Democracy thru Education is primarily an action body. Its publications include reports of investigations of certain phases of the New York and Chicago schools systems. It issues a *Defense Bulletin* for the use of education associations and teacher leaders.

The recently organized Commission on Safety Education of the NEA is already beginning to publish materials.

The Association has 30 committees which issue reports from time to time. Some of the more recent of such publications are given in the selected list appearing later in this section. Especially

influential have been publications of tenure and retirement committees published regularly for years.

Yearbooks

American Association of School Administrators—Series started in 1923. Prepared by yearbook commissions. The current yearbook for 1945 is *Paths to Better Schools*. Free to all members of the Department who pay the annual membership fee of \$5. Price \$2.

American Association of Teachers Colleges—Series began in 1922. Yearbooks consist largely of proceedings and addresses before the association and reports on work of important committees of the Association on standards, surveys, and accrediting. Free to institutions which are members of the AATC. Price \$1. For information address Charles W. Hunt, secretary, American Association of Teachers Colleges, Oneonta, N. Y.

Department of Elementary School Principals—Series began in 1922. Yearbooks are prepared under direction of a committee, but writing is done by members. Announcement is made of forthcoming yearbooks and contributions are invited. From these contributions the yearbook committee selects its articles. Yearbook for 1945 deals with *Community Living and the Elementary Schools*. Free to members who pay the annual fee of \$3. Price \$2.

Department of Rural Education—Series began in 1933. (None for 1935) *Rural Schools and the War*, 1944, and *Rural Schools for Tomorrow*, 1945, are discussion guides for groups considering rural education in the postwar era. Free

to members who pay the annual fee of \$2. Price 50¢.

Department of Supervision and Curriculum Development—Series began in 1927. Yearbooks are prepared by committees and deal with basic current issues in education. The current yearbook is entitled *Group Planning in Education*, 1945. Free to members who pay the annual fee of \$4. Price \$2.

National Council for the Social Studies—Series began in 1931. Published each November. Devoted to current topics and methods in the field of social studies. The 1944 yearbook was entitled *Adapting Instruction in the Social Studies To Develop Differences*. Furnished to members who pay the annual membership fee of \$3. Price \$2.

National Science Teachers Association—Series began in 1942. Yearbooks present authoritative discussions of important current problems. The 1944 yearbook is entitled *Influence of War on Science Teaching*. 48p. Free to members who pay annual fee. Price 50¢.

Periodicals of Departments

Address correspondence to the department issuing the periodical at 1201 Sixteenth Street N. W., Washington 6, D. C., unless another address is given. Bracketed figure indicates number of issues per year. Year is date of establishment.

Adult Education Bulletin. Department of Adult Education. Annual membership fee \$1.50. [6] 1936.

Building America. Pictorial study units on modern problems. Department of Supervision and Curriculum Develop-

ment. Subscription, \$2.25. 2 W. 45th St., New York 19, N. Y. [8] 1934.

Bulletin of the National Association of Secondary-School Principals. With \$3 membership fee. [6] 1926.

Educational Leadership. Department of Supervision and Curriculum Development. With \$4 membership fee; subscription, \$3. [8] Combination of *Educational Method* and *Curriculum Journal* in 1943.

Educational Screen. Department of Visual Instruction. With \$2 membership fee. N. L. Greene, editor, 64 East Lake St., Chicago, Ill. [10] 1922.

Industrial Arts Teacher, The. American Industrial Arts Association, Allen D. Backus, director of practical arts, Newark 2, N. J.

Journal of Exceptional Children. International Council for Exceptional Children. With \$2 membership fee. Mrs. Beulah S. Adgate, Saranac, Mich., Treasurer-Manager. [8] 1934.

Journal of Health and Physical Education. American Association for Health, Physical Education, and Recreation. Included in \$2.50 membership fee. [10] 1930. (Formerly *American Physical Education Review*. Founded 1896)

Journal of the National Association of Deans of Women. With \$5 membership fee. Subscription \$2.50. [4] 1938.

Lip Reader, The. Department of Lip Reading. With \$1 membership fee. Betty Cavender, Public Schools, South Bend, Ind. [4] 1936.

Music Educators Journal. Music Educators National Conference. \$1. The Conference, 64 East Lake St., Chicago,

Ill. [6] 1935. (Formerly *Music Supervisors Journal*.)

National Business Education Quarterly. Department of Business Education. With \$1 membership fee. [4] 1932.

National Elementary Principal. Department of Elementary School Principals. With \$3 membership fee. [6] 1921.

News Bulletin. Department of Classroom Teachers. Free to local associations. [3] 1928.

Quarterly Journal of Speech. National Association of Teachers of Speech. \$2.50. Karl R. Wallace, head, School of Speech, University of Va., Charlottesville [4] 1915.

Review of Educational Research. American Educational Research Association. With \$5 membership in the Association. Annual subscription, \$4. [5] 1931.

Research Quarterly. American Association for Health, Physical Education, and Recreation. Included in \$5 membership fee. [4] 1930.

School Administrator, The. American Association of School Administrators. Free to members. [Occasional] 1943.

Science Teacher, The. National Science Teachers Association. With \$1 membership fee. Nathan Neal, secretary, Board of Educ., Cleveland [4] 1933.

Secondary Education. Department of Secondary Teachers, \$1. Hardy Finch, editor and manager, Greenwich, Conn. [4] 1934.

Social Education. National Council for the Social Studies. With \$3 membership fee; subscription, \$2. [8] (*Historical Outlook* was official publication 1921-33; *Social Studies*, 1934-36; *Social Education* since.)

Student Life. National Association of Secondary-School Principals, \$1. [9] 1937. (Began as *Student Leader* in 1934.)

Other Publications of Departments

Most departments of the Association issue publications from time to time on special problems. Additional information is given under the heading of each department in this *Handbook*. Recent publications of departments will be found in the classified list presented later in this section.

Special Publications

Divisions of the NEA Headquarters Staff also publish materials in response to current needs. The Research Division, for example, deals with problems of teacher welfare and provides basic information for teachers. During 1944-45 the Research Division cooperated with the Department of Classroom Teachers in a series of pamphlets with these titles: *Teacher Tenure*, *Teacher Retirement*, *Planning Postwar Education*, *Paying for Schools*.

The Legislative News Flash is a mimeographed newsletter issued from time to time to a selected mailing list to keep leaders informed in the field of federal relations to education.

The Hugh Birch-Horace Mann Fund of the Association publishes the *Personal Growth Leaflet* series consisting of some 140 titles intended for mass distribution. These 3" x 5", 16-page leaflets deal with current professional and social problems. One cent each in any quantity of 25 or more. This Fund also publishes the *American Citizens Handbook* (revised edition to be published after war) and

the yearbooks of the *Future Teachers of America*.

Publications for Laymen

Many of the Association's publications are useful to laymen as well as teachers. For example, the National Association of Secondary-School Principals' illustrated report, *Planning for American Youth*, provides useful material in attractive form for the layman as well as the educator.

Certain publications are also prepared

especially for laymen. A good example is the illustrated pamphlet entitled *Education—A Mighty Force* published late in 1944.

American Education Week

Publications for this annual November celebration are designed [1] to aid teachers in planning and conducting American Education Week activities and [2] to be used directly with laymen to encourage them to take part in the observance or to carry a message about education to them. See p. 38.

CLASSIFIED LIST of NEA PUBLICATIONS

This list includes most of the major publications of the National Education Association and its departments and committees published during the last decade and currently available in stock. All items are classified under subject-matter headings. Figures or letters in parentheses () after each item indicate the agency which issued the publication. See key on page 155.

Academic Freedom

LIMITS OF ACADEMIC FREEDOM, THE. 1939.
32p. (A) 25¢

Administration

ADDRESSES AND PROCEEDINGS, NEA. Published annually. (DP) \$3
ACTIVITIES OF THE PRINCIPAL, Eighth Yearbook. 1929. 400p. (10) \$1
ADMINISTRATIVE PRACTICES AFFECTING CLASSROOM TEACHERS. PART I: THE SELECTION AND APPOINTMENT OF TEACHERS. January 1932. 34p. (RB) 25¢
ADMINISTRATIVE PRACTICES AFFECTING CLASSROOM TEACHERS. PART II: THE RETENTION, PROMOTION, AND IMPROVEMENT OF TEACHERS. March 1932. 48p. (RB) 25¢
ADMINISTRATIVE PRACTICES IN THE JUNIOR HIGH SCHOOL. March 1944. 138p. (22)... \$1

ADMINISTRATIVE PRACTICES IN SECONDARY SCHOOLS. Jan. 1942. 138p. (22)..... \$1
ARTICULATION OF THE UNITS OF AMERICAN EDUCATION, THE. Seventh Yearbook. 1929. 616p. (2) \$1
CRITICAL PROBLEMS IN SCHOOL ADMINISTRATION. Twelfth Yearbook. 1934. 384p (2) \$1
EDUCATIONAL LEADERSHIP. Eleventh Yearbook. 1933. 532p. (2)..... \$1
FINANCE AND BUSINESS ADMINISTRATION. April 1941. 114p. (5) \$1
FIVE UNIFYING FACTORS IN AMERICAN EDUCATION. Ninth Yearbook. 1931. 544p. (2) \$1
GOOD ADMINISTRATION PRECEDES GOOD SUPERVISION. Ninth Yearbook. 1930. 604p. (10) \$1
MODERN JUNIOR HIGH SCHOOL, THE. April 1945. 176p. (22)..... \$1
OFFICIAL REPORT. 1945. 286p. (2)..... \$1
ORGANIZATION AND ADMINISTRATION OF EDUCATION. Oct. 1940. 104p. (5)..... \$1
ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF EDUCATION. Oct. 1943. 88p. (5) \$1
PATHS TO BETTER SCHOOLS. Twenty-third Yearbook. 1945. 415p. (2)..... \$2

American Education Week

AMERICAN EDUCATION WEEK is observed annually from Sunday thru Saturday of the week in which Armistice Day falls. Publications are ready each September 1. Special price list available each August 1. (DP) See p38.

Art Education

- ART IN SCHOOL AND LIFE. 16p. (PGL #111
—See "Personal Growth Leaflets")
- RECORD OF THE CONVENTIONS AT SAINT LOUIS
AND MILWAUKEE. 1940. 352p. (7).....\$1.50
- RECORD OF THE CONVENTIONS AT ATLANTIC
CITY AND BOSTON. 1941. 178p. (7).....\$1.25
- RECORD OF THE CONVENTIONS AT SAN FRAN-
CISCO AND DENVER. 1942. 157p (7)\$1.25

Audio-Visual Aids

- FILMS INTERPRETING CHILDREN AND YOUTH
1944. mimeo. 26p. (16)..... 15¢
- RADIO AND THE CLASSROOM. 1941. 98p. (10) 75¢

Buildings

- NATION'S SCHOOL BUILDING NEEDS, THE. Jan.
1935. 36p. (RB) 25¢
- SCHOOLGROUND BEAUTIFICATION. 16p. (PGL
#77—See heading "Personal Growth
Leaflets")
- SCHOOL PLANT AND EQUIPMENT, THE. Feb.
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- CODE OF THE GOOD AMERICAN, THE. 16p.
(PGL #62 — See heading "Personal
Growth Leaflets")
- CRIME PREVENTION THROUGH EDUCATION.
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- EDUCATION FOR CHARACTER. PART I: THE
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64p. (RB) 25¢

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- FIRST FIVE YEARS OF LIFE, THE. 16p. (PGL
#181—See heading "Personal Growth
Leaflets")
- GROWTH AND DEVELOPMENT. Dec. 1944.
102p. (5) \$1
- DISCIPLINE FOR TODAY'S CHILDREN AND
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- MENTAL AND PHYSICAL DEVELOPMENT. Feb.
1939. 142p. (5) \$1

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- EDUCATION AND THE MORALE OF A FREE
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- EDUCATION FOR TOLERANCE. (Mimeo.) 1944.
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- LEARNING THE WAYS OF DEMOCRACY: A CASE-
BOOK OF CIVIC EDUCATION. 1940. 486p.
(EPC) \$1
- MORALE FOR A FREE WORLD. Twenty-second
Yearbook. 1944. 461p. (2)..... \$2
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20p. (EPC) 10¢

See also Social Studies

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lished annually on or about Jan. 1. (DP) 50¢

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- WARTIME CONSUMER EDUCATION. Nov. 1942.
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(10) \$2

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EDUCATION—WHY THE FEDERAL GOVERNMENT MUST HELP. 1945. 24p.	
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OUR CHILDREN MUST BE EDUCATED. 1945. 8p.	
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CIVILIAN CONSERVATION CORPS, THE NATIONAL YOUTH ADMINISTRATION, AND THE PUBLIC SCHOOLS. 1941. 80p. (EPC)	
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FEDERAL-STATE RELATIONS IN EDUCATION. 1945. 48p. (EPC)	
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History of Education

GO FORTH AND TEACH. An oration by Horace Mann, and other materials. 1937. 148p. (MB)	50¢
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AMERICANS ALL: STUDIES IN INTERCULTURAL EDUCATION. Fourteenth Yearbook. 1941. 395p. (16)	\$2
DIVERSITY WITHIN NATIONAL UNITY. Feb. 1944. 32p. (24)	10¢
UNITY THROUGH UNDERSTANDING. Study Manual to accompany AMERICANS ALL. (See first item this section.) 1942. 32p. (16)	25¢

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CITIZENS FOR A NEW WORLD. Fourteenth Yearbook. 1944. 194p. (24)	\$2
FOR THESE AMERICAS. 1940. 15p. (EPC) ..	10¢
LATIN AMERICAN BACKGROUNDS; A Bibliog- raphy of 714 References. Oct. 1941. 48p. (RD)	25¢
ORGANIZATIONS INTERESTED IN INTERNA- TIONAL RELATIONS. Sept. 1939. 60p. (RB)	25¢
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PROMOTING WORLD GOODWILL IN HIGH SCHOOLS AND THRU THE ACTIVITIES OF TEACHERS ORGANIZATIONS. 1940. 40p. (G)	25¢

Investigations by NEA

INTERFERENCES WITH THE INDEPENDENCE OF THE NEW YORK CITY BOARD OF EDUCATION. 1944. 35p. (NCD)	Free
CERTAIN PERSONNEL PRACTICES IN THE CHI- CAGO PUBLIC SCHOOLS. 1945. 64p. (NCD), Free	

Language Teaching

FOREIGN LANGUAGES IN SCHOOL AND LIFE. 16p. (PGL #117—See heading "Per- sonal Growth Leaflets")	
LANGUAGE ARTS AND FINE ARTS. April 1943. 141p. (5)	\$1
LANGUAGE ARTS, THE. April 1940. 102p. (5)	\$1
LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. Twentieth Yearbook. 1941. 442p. (10) ..	\$2

Legislation

AIDS IN BILL DRAFTING. Nov. 1942. (Mimeo.) 31p. (RD)	15¢
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Libraries and Schools

SCHOOLS AND PUBLIC LIBRARIES WORKING TOGETHER IN SCHOOL LIBRARY SERVICE. 1941. 64p. (H)	25¢
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Mental Hygiene

ESSENTIALS OF MENTAL HEALTH. 16p. (PGL #109—See heading "Personal Growth Leaflets")	
MENTAL HYGIENE AND HEALTH EDUCATION. Dec. 1943. 122p. (5)	\$1
PERSONALITY ADJUSTMENT OF THE ELEMEN- TARY SCHOOL CHILD. Fifteenth Yearbook. 1936. 448p. (10)	\$1.50

Periodicals

See page 140

Peace and Education

COMPULSORY PEACETIME MILITARY TRAIN- ING. 1945. 16p. (EPC)	10¢
EDUCATION AND THE PEOPLE'S PEACE. 1943. 59p. (EPC)	10¢
EDUCATION FOR WORLD SECURITY. Nov. 1943. 140p. (22)	\$1
LEARNING ABOUT — EDUCATION AND THE PEACE. March 1944. 40p. (EPC)	10¢
LET'S LOOK AT EDUCATION AND THE PEOPLE'S PEACE. (Reprinted from NEA JI., Oct. 1944) 4p. (EPC)	Free
LET'S TALK ABOUT EDUCATION AND THE PEOPLE'S PEACE. April 1944. 32p. (EPC)	10¢

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- POSTWAR PLANS IN SECONDARY EDUCATION. November 1944. 149p. (22)..... \$1
- POSTWAR PROBLEMS AND EDUCATION. (Mimeo.) 1944. 23p. (NCD)..... Free
- POSTWAR PROBLEMS AND EDUCATION—APPENDIX. (Mimeo.) 1944. 21p. (NCD)..... Free
- PROPOSALS FOR PUBLIC EDUCATION IN POSTWAR AMERICA. April 1944. 80p..... 25¢

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- CHALLENGE OF UNITED PROFESSION. 16p. (PGL #14—See heading "Personal Growth Leaflets")
- FUTURE TEACHER IDEALS AND PURPOSES. 16p. (PGL #170—See heading "Personal Growth Leaflets")
- HANDBOOK: A GUIDE FOR TEACHERS IN ORGANIZATION WORK. 1942. (9) Single copies free. Additional copies..... 15¢
- NATIONAL ORGANIZATION FOR EDUCATION, A. 1937. 48p. (EPC)..... Free
- NEA INFORMATION. 32p. (PGL #140—See heading "Personal Growth Leaflets")

Public Relations

- EDUCATION A MIGHTY FORCE. 1944. 16p.... Free
- HOW TO KNOW AND HOW TO USE YOUR COMMUNITY. 1942. 80p. (10)..... 75¢
- IMPROVEMENT OF EDUCATION, THE. Fifteenth Yearbook. 1937. 328p. (2)..... \$1
- TEACHER AND PUBLIC. Eighth Yearbook. 1934. 240p. (9)..... \$1
- WHAT PEOPLE THINK ABOUT YOUTH AND EDUCATION. Nov. 1940. 36p. (RB)..... 25¢

Reading Instruction

- BETTER READING INSTRUCTION: A SURVEY OF RESEARCH AND SUCCESSFUL PRACTISE. Nov. 1935. 56p. (RB)..... 25¢
- NEWER PRACTISES IN READING IN THE ELEMENTARY SCHOOL. Seventeenth Yearbook. 1938. 480p. (10)..... \$2
- READING INSTRUCTION IN SECONDARY SCHOOLS. Jan. 1942. 48p. (RB)..... 25¢
- SELECTIONS FOR MEMORIZING—Grade Six. (PGL #286—see heading "Personal Growth Leaflets." Similar leaflets for other grades—1 to 12)

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- IMPLICATIONS OF RESEARCH FOR THE CLASSROOM TEACHER, THE. Jr. Yearbook with American Educational Research Association. 1939. 318p. (9)..... \$1
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- METHODS OF RESEARCH IN EDUCATION. Dec. 1939. 224p. (5) \$1

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SAFETY AND SAFETY EDUCATION: An Annotated Bibliography. 1939. 64p. (RD)...	25¢
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SAFETY MATERIALS FOR THE PROFESSIONAL ELEMENTARY SCHOOL LIBRARY. 1945. 8p. (NCSE)	10¢
SECONDARY SCHOOL LEAFLETS (Safety in Art, Civics, English, General Science, Home Economics, Shop, Sociology; also a leaflet for parents). 4p each. (RD)	5¢ per copy; 8 for 25¢
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UNITS IN SAFETY EDUCATION. (Grades I and II) 1940. 68p. (RD).....	25¢
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VISUAL AIDS IN SAFETY EDUCATION: SUPPLEMENT I. June 1942. 60p. (RD).....	25¢

Salaries and Economic Status

BETTER SALARIES FOR BETTER SCHOOLS. 16p. (PGL #57—See heading "Personal Growth Leaflets")

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KEY to AGENCIES

General

(AC) Stocks of the American Child Health Association transferred to the National Education Association in 1936, (DP) Division of Publications, (EPC) Educational Policies Commission, (LFR) Legislative and Federal Relations Division, (MB) Mann-Birch Fund, (NCD) National Commission for the Defense of Democracy thru Education, (NCSE) National Commission on Safety Education, (PGL) Personal Growth Leaflets, (RB) Research Bulletin, (RD) Research Division.

Committees

(A) Academic Freedom, (B) Cooperatives, (C) Credit Unions, (D) Economic Status of the Rural Teacher, (E) Equal Opportunity, (F) Health Problems in Education, (G) International Relations, (H) NEA and ALA, (I) Retirement, (J) Salaries, (K) School House Planning, (L) Teacher Preparation and Certification, (M) Tenure.

Departments

(1) American Association for Health, Physical Education, and Recreation; (2) American Association of School Administrators; (3) American Association of Teachers Colleges; (4) National Science Teachers Association; (5) American Educational Research Association; (6) Adult Education; (7) Art Education; (8) Business Education; (9) Classroom Teachers; (10) Elementary School Principals; (11) Garden Education; (12) Home Economics; (13) Kinder-

garten-Primary Education; (14) Lip Reading; (15) Rural Education; (16) Supervision and Curriculum Development; (17) Visual Instruction; (18) International Council for Exceptional Children; (19) Music Educators National Conference (20) National Association of Deans of Women; (21) National Association of Journalism Directors; (22) National Association of Secondary-School Principals; (23) National Association of Teachers of Speech; (24) National Council for the Social Studies.

PRAYER

GOD OF THE FREE, we pledge our hearts and lives today to the cause of all free mankind.

Grant us victory over the tyrants who would enslave all free men and nations. Grant us faith and understanding to cherish all those who fight for freedom as if they were our brothers. Grant us brotherhood in hope and union, not only for the space of this bitter war, but for the days to come which shall and must unite all the children of earth.

Our earth is but a small star in the great universe. Yet of it we can make, if we choose, a planet unvexed by war, untroubled by hunger or fear, undivided by senseless distinctions of race, color, or theory. Grant us that courage and foreseeing to begin this task today that our children and our children's children may be proud of the name of man.

The spirit of man has awakened and the soul of men has gone forth. Grant us the wisdom and the vision to comprehend the greatness of man's spirit, that suffers and endures so hugely for a goal beyond his own brief span. Grant us honor for the dead who died in the faith, honor for our living who work and strive for the faith, redemption and security for all captive lands and peoples. Grant us patience with the deluded and pity for the betrayed. And grant us the skill and the valor that shall cleanse the world of oppression and the old base doctrine that the strong must eat the weak because they are strong.

Yet most of all grant us brotherhood, not only for this day but for all our years—a brotherhood not of words but of acts and deeds. We are all of us children of earth—grant us that simple knowledge. If our brothers are oppressed, then we are oppressed. If they hunger, we hunger. If their freedom is taken away, our freedom is not secure. Grant us a common faith that man shall know bread and peace, that he shall know justice and righteousness, freedom and security, an equal chance to do his best, not only in our own lands, but thruout the world. And in the faith let us march toward the clean world our hands can make. Amen.—STEPHEN VINCENT BENÉT

[Read by President Roosevelt at United Nations Day Ceremony, White House, June 15, 1942.]

IT IS IMPORTANT for both educators and laymen to be sufficiently familiar with certain basic facts in our national life that they will be able to understand trends and to act intelligently on various questions of school policy and support. We give in this section of the *Handbook* facts which can be used in presenting the case for education in each of the various states. Let these facts be kept before the people in addresses, in school reports, in newspaper and magazine articles, and in school classes. They will be particularly useful during American Education Week and on other special occasions.

In addition to the facts given by states, the following data will be useful:

THE 1940 CENSUS made the first complete inventory of the educational status of the entire population of the United States. The figures clearly show the need for federal aid. According to the *U. S. Statistical Abstract*, among 74,775,836 persons 25 years old and over:

2,799,923 [3.7 percent]	had less than one year of schooling
7,304,689 [9.8 percent]	had 1-4 years
8,515,111 [11.4 percent]	had 5-6 years
25,897,953 [34.6 percent]	had 7-8 years
11,181,995 [15 percent]	had 1-3 years high-school
10,551,680 [14.1 percent]	had 4 years high-school
4,075,184 [5.4 percent]	had 1-3 years of college
3,407,331 [4.6 percent]	had 4 or more years of college
1,041,970 [1.4 percent]	were not reported

The increase in the U. S. birthrate during the early war years numbers more than our total war losses. These figures for births have a way of turning into school enrolments five or six years later and into the class of new voters 18 or 21 years later. Total births in Continental United States as given by the U. S. Census Bureau are:

1944—2,800,000 *	1936—2,144,796
1943—2,934,860	1935—2,155,105
1942—2,808,996	1934—2,167,636
1941—2,513,427	1933—2,081,232
1940—2,360,399	1932—2,074,042
1939—2,265,588	1931—2,112,760
1938—2,286,962	1930—2,203,958
1937—2,203,337	

* Estimated.

Walter Crosby Eells, former editor of *The Junior College Journal*, pointed out in the issue for November 1944 that "on the average, young people today of junior college age have some seven years greater expectation of life than did their parents." Dr. Eells cites figures furnished him by Dr. Louis I. Dublin, statistician of the Metropolitan Life Insurance Company, showing life expectation AT *eighteen years of age as follows*:

Year or period	Male		Female	
	White	Colored	White	Colored
1941	49.7	41.7	53.6	44.3
1940	49.4	41.2	53.0	43.3
1930-39	48.5	39.6	51.5	41.4
1929-31	47.7	37.4	50.3	38.6
1920-29	47.5	38.2	49.2	38.3
1919-21	47.2	39.6	48.1	38.3
1909-11	44.3	34.7	46.5	37.4
1901-10	44.0	35.0	46.0	37.3
1900-02	43.8	36.3	45.3	38.0

EDUCATION—AN INVESTMENT in PEOPLE

THE COMMITTEE OF EDUCATION of the Chamber of Commerce of the United States (1944-45) has performed an outstanding service for its members and for the nation in issuing a report entitled *Education—an Investment in People*.

This report proves that education pays. It takes the expenditures for schools in the various states in 1910, 1920, 1930, and compares these with such indexes of economic advance as retail sales, telephones in use, and national magazine circulation. The report is summarized in NEA Leaders Letter No. 34 and in the *NEA Journal* for April 1945.

On the basis of its study, the U. S. Chamber Committee concludes:

That education is an essential investment for the advance of agriculture, industry, and commerce.

That every community should ascertain its own education status and economic condition and set to work to utilize education as a lever for its own advancement.

That the cost of adequate education is an investment which local citizens and business can well afford in increased measure.

That an education program must be made to apply more directly to the needs of the people.

That cultural education must accompany technical training to develop the desire for better living.

That to maintain a representative republic, business must discover sound methods for the expansion of our dynamic economy.

The table on the following page shows such graphic facts as these:

Average school expenditure in Nevada 1910, 1920, 1930, was \$102; in Mississippi, \$21.

Retail sales in Nevada were \$564 per capita; in Mississippi, \$129.

Magazine circulation per 1000 population in Nevada was 509; in Miss., 104.

Telephones per 1000 population in Nevada were 175; in Mississippi 36.

The material presented here may well be used to arouse local business leaders to a greater concern for the welfare of children in home communities.

*Explanation of table on next page—*Column 2 shows current expense of public elementary and secondary schools per pupil in average daily attendance. It averages expenditures for 1910, 1920, and 1930 when the present generation of adults was in school.

Column 3 shows median years of school completed by persons 20 years of age and over in each state, 1940, the U. S. average being 8.8.

Column 4 shows percapita retail sales, 1940, the U. S. average being 319.

Column 5 shows the number of telephones per 1000 population, 1937, the U. S. average being 150.

Column 6 shows circulation of 18 nationally advertised magazines per 100 population 1940; U. S. average, 284.

Column 7 shows rate of incidence of mental and educational deficiency per 100 registrants examined under Selective Service, Apr. 1942-Mar. 1943, the U. S. average being 4.6.

EDUCATION PAYS

The volume of economic activity in the various states rises or falls with the level of educational expenditure. See explanation on preceding page.

State	Current Expense	Median Years Completed	Percapita Sales 1940	Telephones per 1000 Population	Circulation National Magazines	Rate of Educational Deficiencies
1	2	3	4	5	6	7
Alabama.....	\$23	7.3	\$154	43	120	12.9
Arizona.....	85	8.8	325	115	319	5.5
Arkansas.....	21	8.1	153	46	141	9.8
California.....	88	10.3	462	253	431	2.8
Colorado.....	75	9.3	364	188	366	2.5
Connecticut.....	67	8.8	420	200	364	1.4
Delaware.....	58	8.8	414	158	342	3.9
Florida.....	34	8.6	324	118	307	7.5
Georgia.....	20	7.2	200	63	133	9.2
Idaho.....	66	9.5	335	126	376	1.7
Illinois.....	67	8.8	362	212	318	1.9
Indiana.....	62	8.9	311	145	326	3.1
Iowa.....	69	9.0	324	202	370	2.0
Kansas.....	64	8.9	263	184	367	1.7
Kentucky.....	27	8.3	183	71	142	7.9
Louisiana.....	35	6.9	206	78	140	12.4
Maine.....	49	9.2	332	150	349	3.0
Maryland.....	49	8.3	340	149	254	8.4
Massachusetts.....	73	9.4	403	197	329	2.2
Michigan.....	72	8.9	347	157	337	2.9
Minnesota.....	69	8.8	364	188	341	2.5
Mississippi.....	21	7.4	129	36	104	12.4
Missouri.....	47	8.7	291	154	273	2.1
Montana.....	89	9.0	397	122	466	1.7
Nebraska.....	67	9.0	302	178	368	1.8
Nevada.....	102	10.1	564	175	509	1.3
New Hampshire.....	64	8.9	373	150	378	4.2
New Jersey.....	79	8.7	380	161	303	2.2
New Mexico.....	52	8.4	237	74	233	5.0
New York.....	83	8.8	414	209	300	1.4
North Carolina.....	24	7.4	177	51	144	9.5
North Dakota.....	75	8.7	243	102	311	3.5
Ohio.....	66	8.9	353	170	341	1.6
Oklahoma.....	46	8.7	220	110	235	4.0
Oregon.....	65	9.7	406	176	461	0.8
Pennsylvania.....	57	8.7	335	144	276	1.7
Rhode Island.....	64	8.7	386	172	270	2.2
South Carolina.....	21	6.8	175	38	125	12.6
South Dakota.....	76	8.8	263	124	353	2.9
Tennessee.....	24	8.2	208	79	151	9.1
Texas.....	36	8.8	281	106	227	7.4
Utah.....	57	10.8	311	138	269	1.0
Vermont.....	61	9.0	343	150	416	2.9
Virginia.....	29	7.6	235	88	198	10.5
Washington.....	81	9.9	385	190	444	1.2
West Virginia.....	44	8.4	212	84	201	5.6
Wisconsin.....	62	8.7	339	181	300	2.5
Wyoming.....	87	9.8	398	138	426	1.5

EQUAL OPPORTUNITY and EDUCATIONAL INEQUALITY

EQUALITY is one of the distinctive tenets of American life. Yet while we exalt this ideal, we flagrantly violate it at a most crucial point. We fail to provide educational opportunity for millions of American children.

The 1940 federal census listed nearly 3,000,000 adults who had never attended any school. More than 10,000,000 adults were classified as virtual illiterates. Nearly 2,000,000 children, aged six to 15, were enumerated who were not attending any kind of school.

The shocking revelations of the first world war are being repeated in the second. Nearly 5,000,000 men have been rejected by Selective Service for educational, physical, and mental deficiencies, a considerable percentage of which could have been prevented or remedied by effective educational and health opportunities.

Some two years ago a nationwide study was launched to discover the financial basis of the fact that, so far as education is concerned, our nation stands not for *equal* but for *unequal* opportunity.

The U. S. Office of Education, American Council on Education, National Council of Chief State School Officers, Southern States Work Conference on School Administration, and National Education Association actively participated in this inquiry financed by the General Education Board. Results of this study are given in a two volume report—

An Inventory of Public School Expenditures in the United States by John K. Norton and Eugene S. Lawler. [Summarized in *NEA Journal*, Feb. 1945: 29-32.]

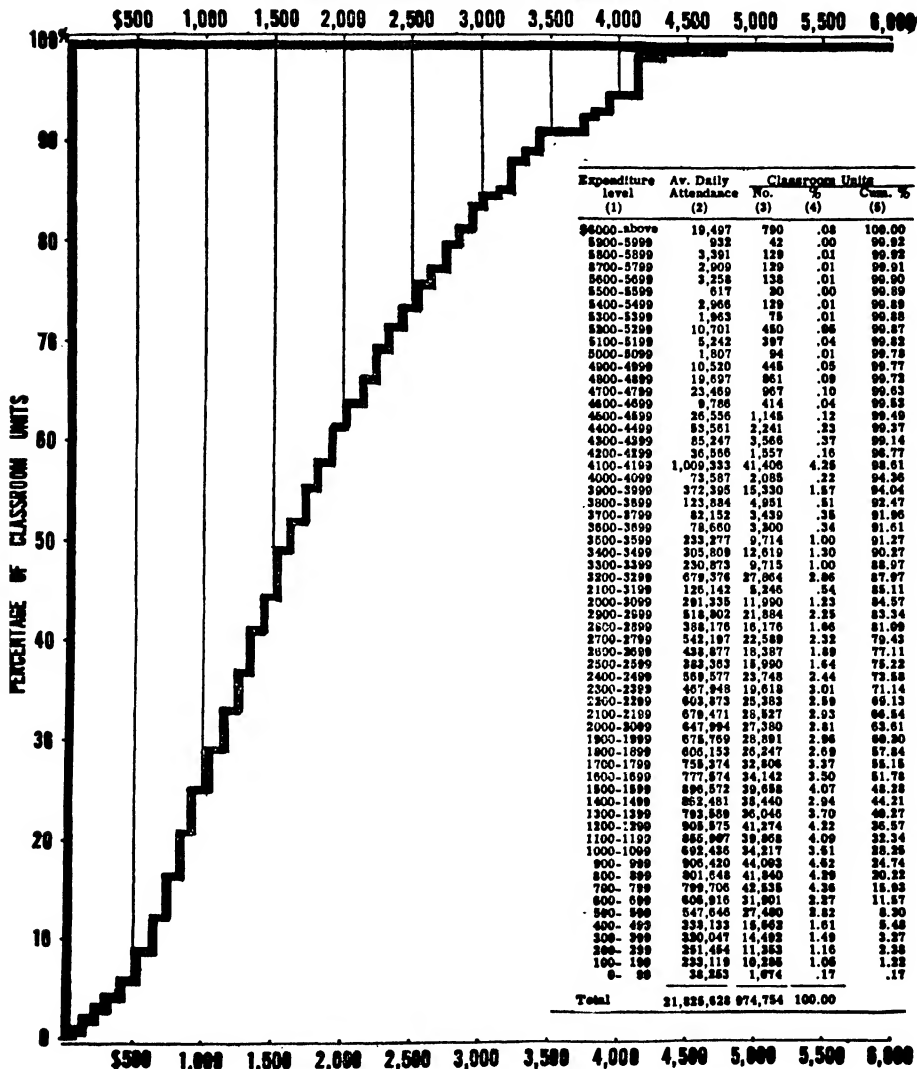
Material for the postdepression, pre-war year of 1939-40, was collected from the 115,000 local school administrative units of the U. S. as to the size of the educational job to be done and money available to do it. This data was organized on the basis of expenditure per classroom unit.

The Chart on the following page gives the current expenditure per classroom unit for the United States as a whole. The chart reveals that some school systems expend \$6000 while others spend less than \$100 per classroom unit. The range in amount expended is more than 60 to 1.

Three conclusions were reached from the survey: [1] Shocking inequalities exist in the United States in the provision made for education of children. [2] The denial of decent educational opportunity to millions of American children in the United States will continue so long as the financing of education rests almost solely on the fiscal resources of the individual states. [3] The immediate and effective remedying of the situation is a matter of public concern, because this situation violates one of the fundamental American tenets and constitutes a continuing source of national weakness.

DISTRIBUTION of CLASSROOM UNITS according to LEVELS of EXPENDITURE in the U. S.

CURRENT EXPENDITURE PER CLASSROOM UNIT



TEACHER PERSONNEL PROBLEMS in 1944-1945

[See also table on next page.]

Inadequate Salaries—During the school year 1944-45 approximately 197,000 teachers were paid less than \$1200; 28,000 received less than \$600. In a total of 868,890 teachers, 20 in every hundred were paid below \$1200; three in every hundred less than \$600. In 1942-43 it was estimated that 360,000 were paid less than \$1200; 66,000 less than \$600. In 1943-44 at least 254,000 received less than \$1200; 44,000 less than \$600. Half of the teachers of the nation in 1943-44 were paid less than \$1625 for the school year.

Teacher Turnover—For the school year 1944-45 nearly 15 percent (127,000) teachers were new to their positions. Comparable figures were: 180,000 in 1942-43 and 170,000 in 1943-44. The greatest amount of shifting has been in the Middlewest, the South, and in a few New England states, Vermont, New Hampshire, and Maine—areas characterized by large proportions of low-salaried positions.

Gains and Losses in Number of Teachers, 1944-45—Teacher turnover does not measure the number of persons leaving teaching since many so-called “new” teachers have shifted from other school systems. In 1943-44 it was estimated that about 29,000 teachers entered the military forces; this year (from June 1944 to May 1945) these losses are estimated at 5000. Apparently in 1943-44 the profession lost 25,000 to war industries and similar non-

teaching employment; in 1944-45 this type of loss amounted to approximately 15,000. The total number leaving the profession because of military services, war industry jobs, nonteaching employment, marriage, old-age retirement, death, and other reasons reached not less than 60,000 for the year 1944-45. In order to fill this gap it has been estimated that 78,000 emergency certificates were issued in 1944-45.

Enrolments in Teacher Education—Preliminary reports in October 1944 from 141 teachers colleges and normal schools show a total enrolment in teacher-education courses which is 53 percent below 1941-42.

Since December 1941—In 1941-42 the public elementary and secondary schools employed 926,890 teachers; since that year the total number of teaching positions has declined by 58,000. Since Pearl Harbor about 280,000 teachers have left the profession. More than one-fourth of those leaving did so because of military and related wartime services; more than one-fourth attracted by better opportunities in war industry and other war emergency employment; the remainder left because of other nonteaching employment, marriage, old-age retirement, inability to obtain employment, death, and other reasons. *Where in 1941-42 about one in 200 teachers was employed on a temporary certificate, in 1944-45 nearly one in ten had a substandard emergency certificate.*

ESTIMATED STATUS of TEACHER PERSONNEL in 1944-45

State	Teachers, principals, supervisors	Teacher turnover 1944-45		Teachers paid less than \$1200		Vacancies	Emergency certificates	Number entering since Dec. 1941	
	Oct., 1944	Number	Percent	Number	Percent	1944-45 (Oct.)	1944-45 (Oct.)	Armed forces	Industry
1	2	3	4	5	6	7	8	9	10
Alabama.....	19,500	4,000	20.5	13,650	70	650	3,000	1,200*	1,700*
Arizona.....	3,570	600	16.8	36	1	15	600	350	425
Arkansas.....	12,650	2,000	15.8	10,753	85	500	2,000	1,500*	2,000*
California.....	43,000	6,900	16.0	.....	0	400	4,800	3,500	2,000
Colorado.....	8,600	1,000	11.6	2,150	25	150	1,400	950	600
Connecticut.....	10,300	430	4.2	21	0.2	35	300	620	250
Delaware.....	1,650	300	18.2	66	4	15	150	175	100
District of Columbia.....	3,350	174	5.2	.....	0	54	0	200	35
Florida.....	13,210	2,500	18.9	4,624	35	300	1,200	1,000	1,500
Georgia.....	22,750	4,500	19.8	13,650	60	500	1,400	2,550	2,500
Idaho.....	4,200	600	14.3	840	20	35	650	550	350
Illinois.....	46,200	4,400	9.5	9,702	21	75	2,100	2,300	2,100
Indiana.....	22,800	2,500	11.0	456	2*	250	2,000	1,700	700
Iowa.....	22,880	3,500	15.3	5,491	24	60	4,000	3,500	6,800
Kansas.....	17,500	5,000	28.6	8,750	50	50	3,000	3,000	4,000
Kentucky.....	17,700	4,000	22.6	9,735	55	350	5,000	2,000	1,750
Louisiana.....	14,500	2,000	13.8	4,350	30	400	1,100	1,700	2,000
Maine.....	6,100	1,000	16.4	2,440	40	100	400	700	350
Maryland.....	9,000	1,700	18.9	50	0.6	50	300	900	650
Massachusetts.....	24,190	1,500*	6.2	121	0.5*	50*	60	1,200*	800*
Michigan.....	33,750	4,000	11.9	3,375	10	200	4,500	2,500*	2,150*
Minnesota.....	20,300*	3,000*	14.8	5,075	25*	75*	2,000*	1,700*	1,000*
Mississippi.....	15,500	3,000	19.4	12,400	80	1,000	1,700	2,000	2,000
Missouri.....	25,000	8,500	34.0	11,250	45	300	1,420	3,300	3,100
Montana.....	4,600	1,000	21.7	166	3.6	200	1,100	950	1,600
Nebraska.....	13,500	3,000	22.2	4,725	35	500	2,100	1,000	1,500
Nevada.....	1,000	400	40.0	100	10	20	200	200	200
New Hampshire.....	2,810	690	24.6	899	32	100	325	178	124
New Jersey.....	28,000	500	1.8	.....	0	50	1,000	1,000*	500*
New Mexico.....	4,000*	750*	18.8	120	3*	75*	500*	400*	500*
New York.....	71,000	5,000	7.0	.....	0	200	1,300	5,400	1,600
North Carolina.....	26,300	2,500	9.5	8,942	34	175	1,000*	1,300	950
North Dakota.....	6,870	2,000	29.1	1,374	20	100	1,200	1,400	700
Ohio.....	40,000	4,000*	10.0	4,000	10	400	4,100	3,000*	1,400*
Oklahoma.....	17,500	3,000	17.1	8,750	50	300	1,300	2,500	3,000
Oregon.....	8,000	1,500	18.8	.....	0	100	1,500	800	1,000
Pennsylvania.....	59,500	7,770	13.1	595	1	150	2,650	3,900	1,300
Rhode Island.....	4,000*	150*	3.8	40	1*	25*	50*	300*	90*
South Carolina.....	15,400	2,000	13.0	11,550	75	175	1,350	1,350	1,550
South Dakota.....	7,500	1,500	20.0	2,625	35	15	500	1,000	1,200
Tennessee.....	19,500	3,000	15.4	9,750	50	0	3,000	1,000*	750*
Texas.....	45,500*	10,000*	22.0	9,100	20*	1,000*	2,000*	4,000*	4,500*
Utah.....	4,600	600	13.0	490	10.7	100	470	382	638
Vermont.....	2,570	800	31.1	1,285	50	30	500	350	350
Virginia.....	18,000	2,000	11.1	8,460	47	200	2,000	1,000	1,200
Washington.....	12,000	3,100	25.8	.....	0	0	3,000	1,200	800
West Virginia.....	15,300	1,500	9.8	1,530	10	50*	1,500	750*	1,000*
Wisconsin.....	20,500*	3,000*	14.6	3,075	15*	100*	2,500*	1,500*	1,200*
Wyoming.....	2,740	500	18.2	548	20	50	440	450	650
Total.....	868,890	127,364	14.7%	197,109	22.7%	9,729	78,665	74,405	67,162

* Estimated by NEA on basis of 1943-44 data.

TEACHERS' SALARIES by STATES

[See also table on next page]

THE AVERAGE ANNUAL SALARY of elementary- and secondary-school teachers has "increased slowly but steadily since 1870," according to the 1916-1918 Biennial Survey of the U. S. Office of Education. This report of statistics of state school systems adds that the average salary of all teachers in 1870 was \$189; in 1880, \$195; in 1890, \$252; in 1900, \$325; in 1910, \$485; and in 1918, \$635.

1916-1918 biennial survey—The District of Columbia in 1917-18 led the nation with an average annual teacher's salary of \$1052; California was second with \$1012; and New York was third with \$976. At the other end of the list North Carolina held last place with an average of \$284; Mississippi was next above with \$291; and South Carolina was third from last with \$315. Hovering around the national average of \$635 were such states as Michigan (\$663), Minnesota (\$651), and Missouri (\$651). The gap between the average in the District of Columbia and the lowest state (North Carolina) was \$768.

Significantly the 1917-18 study by the Office of Education pointed out that between December 1914 and June 1919 the cost of living increased 77 percent. Between 1915 and 1918 the average salary of teachers increased 17 percent. Thou-

sands of capable teachers left the profession never to return.

1942-43 data—According to U. S. Office of Education reports, the national average of teachers' annual salaries had attained \$1599 in 1942-43. This average was more than double the average during the First World War.

The leaders today are New York (\$2697), District of Columbia (\$2558), and California (\$2497). The three lowest are Mississippi (\$654), Arkansas (\$756), and Georgia (\$901). The gap between the leader and the lowest has now become \$2043. Indeed, relatively speaking, the rich became richer and the poor, poorer.

The available evidence indicates that from December 1940 (or January 1941) to September 1944 the increase in cost of living for typical teachers in cities averaged about 31 percent, while the corresponding increase for typical teachers in rural areas averaged about 35 percent. From the school year 1940-41 to 1943-44 the average increase in teachers' salaries for the nation as a whole appears to have been about 15 percent. If it is assumed that living costs have increased by 33 percent, on the average, for urban and rural teachers combined, a rise of only 15 percent in the average salary of teachers has meant an actual *decrease of 14 percent* in their average purchasing power.

"The public in the end will take teachers at their own valuation."

AVERAGE ANNUAL SALARIES by STATES - SALARIES of TEACHERS, SUPERVISORS, and PRINCIPALS, 1919-1943

States	1919-20	1923-24	1927-28	1931-32	1935-36	1939-40	1942-43
1	2	3	4	5	6	7	8
Continental United States...	\$871	\$1,227	\$1,364	\$1,417	\$1,283	\$1,441	\$1,599
Alabama.....	484	635	747	710	606	744	925
Arizona.....	1,279	1,523	1,587	1,605	1,399	1,544	1,760
Arkansas.....	477	595	680	593	504	584	766
California.....	1,272	1,820	2,186	2,189	1,776	2,351	2,373
Colorado.....	929	1,279	1,450	1,386	1,248	1,393	1,462
Connecticut.....	1,124	1,508	1,715	1,970	1,679	1,861	2,271
Delaware.....	848	1,272	1,451	1,631	1,555	1,684	1,796
District of Columbia.....	1,359	1,727	2,196	2,340	2,376	2,350	2,958
Florida.....	518	698	906	867	905	1,012	1,219
Georgia.....	426	577	647	690	587	770	901
Idaho.....	932	1,154	1,160	1,166	943	1,057	1,115
Illinois.....	1,081	1,490	1,634	1,598	1,369	1,700	1,817
Indiana.....	964	1,422	1,430	1,497	1,294	1,433	1,606
Iowa.....	827	1,061	1,076	1,096	875	1,017	1,061
Kansas.....	761	1,087	1,166	1,123	855	1,014	1,258
Kentucky.....	413	876	851	835	787	826	1,014
Louisiana.....	723	890	980	895	793	1,006	1,149
Maine.....	603	832	927	952	798	894	1,031
Maryland.....	902	1,324	1,418	1,523	1,455	1,642	1,786
Massachusetts.....	1,262	1,637	1,823	1,845	1,834	2,037	2,225
Michigan.....	911	1,327	1,543	1,522	1,499	1,576	1,843
Minnesota.....	882	1,277	1,259	1,305	1,120	1,276	1,457
Mississippi.....	291	456	545	655	571	559	654
Missouri.....	797	1,033	1,164	1,230	1,048	1,159	1,283
Montana.....	958	1,096	1,137	1,184	1,073	1,184	1,326
Nebraska.....	765	1,027	1,092	1,051	772	829	933
Nevada.....	1,163	1,369	1,504	1,483	1,521	1,557	1,644
New Hampshire.....	759	1,063	1,185	1,258	1,207	1,258	1,394
New Jersey.....	1,282	1,786	2,002	2,192	1,864	2,093	2,269
New Mexico.....	803	992	1,037	1,096	984	1,144	1,296
New York.....	1,256	1,942	2,337	2,494	2,414	2,604	2,697
North Carolina.....	464	715	837	799	735	946	1,121
North Dakota.....	728	875	837	900	648	745	929
Ohio.....	1,088	1,362	1,529	1,573	1,522	1,587	1,881
Oklahoma.....	768	1,014	963	1,102	783	1,014	1,270
Oregon.....	870	1,221	1,348	1,439	1,154	1,333	1,532
Pennsylvania.....	920	1,395	1,538	1,630	1,549	1,640	1,745
Rhode Island.....	1,070	1,459	1,382	1,599	1,664	1,809	1,944
South Carolina.....	464	676	769	668	637	743	902
South Dakota.....	696	946	1,105	944	711	807	1,047
Tennessee.....	494	690	835	826	718	862	963
Texas.....	612	718	842	912	941	1,079	1,224
Utah.....	992	1,208	1,299	1,239	1,177	1,394	1,680
Vermont.....	667	846	988	931	917	981	1,045
Virginia.....	546	743	822	859	810	899	1,151
Washington.....	1,229	1,448	1,538	1,553	1,369	1,706	1,989
West Virginia.....	639	1,119	1,122	1,085	1,091	1,170	1,279
Wisconsin.....	915	1,376	1,290	1,388	1,280	1,379	1,581
Wyoming.....	869	1,105	1,151	1,250	1,023	1,169	1,137

Source: Federal Security Agency, U. S. Office of Education.

SALARIES in CITY-SCHOOL SYSTEMS

[Condensed from NEA Research Bulletin for February 1945]

The first biennial salary survey of the NEA Research Division in 1922-23 included information from 964 cities. In 1944-45 reports were received from 1897 systems. This doubling of the number of participating communities is indicative of a developing professional spirit and unity.

Trends Since 1922-23

Comparisons between 1922-23 and 1944-45 show the advances made in the past two decades. In 1922-23 the median salary of elementary-school classroom teachers in Group I was \$1876; Group II, \$1467; Group III, \$1277; Group IV, \$1200; Group V, \$1105. In a little over twenty years the averages in these city groups have increased in amounts ranging between \$550 and \$700.

The medians of senior highschool classroom teachers' salaries in 1922-23 were: Group I, \$2487; Group II, \$1917; Group III, \$1670; Group IV, \$1567; Group V, \$1469. Comparisons with the table on this page show average increases ranging between \$400 and \$700.

Trends since 1930-31—Classroom teachers' salaries have shown the greatest improvement during the past 14 years. Elementary-school teacher medians have increased 22.3 percent in Group I and 32.3 percent in Group V. Junior high-school and highschool median salaries of classroom teachers have shown increases but by smaller amounts.

In all city-size groups superintendents' medians consistently show less improve-

ment on the average than those of all classroom teachers and most principals.

Trends since 1940-41—Under the so-called Little Steel formula the federal government has attempted to restrict wage and salary increases to offset cost of living within 15 percent of those paid in January 1941. Actually the annual "take home" income increased 74 percent from 1940 thru 1944 in manufacturing industrial employment. The average salary in the federal service increased 37 percent.

The medians reported for teachers (see table) are "take home" incomes which include the cumulative effect of regular increments and special adjustments to higher living costs. Other influences have been the upward revision of salary schedules and the adoption of new and improved salary schedules. The total effect of all these factors has been particularly marked in the smallest cities. In Group I the median salary of elementary-school teachers increased between 1940-41 and 1944-45 by 14.7 percent; junior high-school, 14.1 percent; and highschool, 16.1 percent. Classroom teacher medians in Group V cities during these same years increased as follows—elementary-school, 33.8 percent; junior highschool, 32.7 percent; and highschool, 32 percent.

Salary schedules—Of the 1879 cities about two-thirds reported having salary schedules. Forty-three percent of these were the single-salary or preparation type; 34 percent, position-preparation type; and 23 percent, position type. Between 1942-

SALARIES in CITY-SCHOOL SYSTEMS-CONTINUED

43 and 1944-45 the proportion reporting the single-salary type increased from 36 percent to 43 percent. A major professional problem in this otherwise encouraging picture is the one-third of the city systems without a definite salary schedule.

Revisions and bonuses—In the past two years 55 percent of the 1253 cities now having salary schedules have made some kind of schedule revision. Only 6

percent of these cities have the same schedule in 1944-45 as they had in 1942-43. Thirty-nine percent have added a wartime adjustment to the 1942-43 salary schedule. Of the remainder (55 percent)—28 percent revised the 1942-43 schedule and in addition pay a wartime adjustment; 27 percent revised the 1942-43 schedule with increases for some if not all of the teachers.

MEDIAN SALARIES and SALARY TRENDS in CITY-SCHOOL SYSTEMS

Type of position	Median salaries in 1944-45					Percent of change in medians between 1930-31 and 1944-45				
	Group I cities over 100,000	Group II cities 30,000-100,000	Group III cities 10,000-30,000	Group IV cities 5,000-10,000	Group V cities 2,500-5,000	Group I	Group II	Group III	Group IV	Group V
1	2	3	4	5	6	7	8	9	10	11
CLASSROOM TEACHERS										
Elementary ^a	\$2,602	\$1,980	\$1,780	\$1,662	\$1,537	+22.3	+23.1	+24.6	+27.6	+32.3
Junior high.....	2,812	2,226	1,978	1,859	1,726	+19.8	+19.7	+22.2	+24.4	+26.9
Highschool.....	3,214	2,464	2,235	2,024	1,885	+17.7	+16.7	+19.1	+19.6	+21.8
PRINCIPALS										
Elementary teaching.....	3,809	2,316	2,019	1,892	1,763	+56.4	+15.2	+15.9	+19.5	+25.1
Elementary supervising.....	3,772	2,880	2,644	2,510	2,457	+ 7.2	+ 8.8	+12.6	+12.1	+13.0
Junior high.....	4,657	3,651	3,077	2,563	2,219	+ 3.5	+ 8.9	+11.4	+17.4	+25.0
Highschool.....	5,310	4,398	3,657	3,139	2,757	+ 4.1	+ 2.7	+ 1.2	+11.1	+14.7
ADMINISTRATIVE STAFF										
Superintendents.....	9,150	6,750	5,250	4,339	3,736	- 8.5	- 0.1	+ 2.0	+ 3.6	+ 4.8
Business managers.....	4,825	3,775	3,162	3,033	2,750	-10.0	+ 2.3	- 1.2	+21.3	.....
Directors and assistants										
Vocational education.....	4,250	3,660	3,171	2,517	2,633	+19.7	+14.4	+ 5.1	+ 7.1	+ 5.3
Physical education.....	3,850	3,063	2,546	2,150	2,090	+24.2	+23.6	+26.7	+14.1	+19.0
Health.....	3,605	2,950	2,042	2,150	.....	+13.8	+38.8	+15.6	+35.4	.....
Art.....	3,606	2,739	2,211	1,969	1,775	+25.8	+17.9	+21.1	+16.6	+22.4
Music.....	3,636	2,830	2,283	2,047	1,845	+25.0	+19.2	+17.5	+18.4	+22.2
Home economics.....	3,750	2,630	2,054	1,750	1,733	+16.5	+14.3	+19.6	+ 8.5	+13.6
OTHER EMPLOYEES										
Secretaries (superintendents) ^a	2,544	2,023	1,750	1,581	1,364	+ 9.2	+11.5	+20.4	+32.6	+54.1
Clerks (principals) ^a	1,643	1,352	1,311	1,203	1,120	+28.3	+29.3	+35.7	+50.4	+43.4
Nurses.....	2,049	2,007	1,936	1,865	1,670	+19.5	+21.6	+ 9.9	+13.7	+ 8.0
Attendance officers ^b	2,518	1,994	1,638	810	450	+21.2	+14.9	+37.1	.....	.....

^a Includes kindergarten teachers in Groups III, IV, and V.

^b Not including chief attendance officers in Groups I and II.

TEACHERS' SALARIES A CENTURY AGO

THE YEAR when we first get these figures, 1837, the average monthly salary of the women teachers of Connecticut was \$5.75, that for the men was \$14.50. While these figures must be given as averages, the average here is very much more significant than it frequently is because the range of distribution was not great. Ten years later the average salary for women had been increased 75 cents a month, that of men \$2.25 per month. Ten years later, by 1857, the average monthly salary of the women teachers was \$17.25, that for the men was \$29. This was not greatly changed until the period following the Civil War, when there was a material increase. Since that time the improvement has been gradual but steady. In the Middlewest the situation was not far different. In 1847 in Michigan the average salary for women teachers was \$5.74 per month, and for men \$12.87 per month. In the early years of the Civil War this rate was practically doubled in each case, and as in New England the substantial increase came in the five-year period immediately following the Civil War. In Indiana the average monthly wage for the women in 1850 was \$6, that for the men was \$12. In Massachusetts in 1848 the average

monthly salary for women was \$8.07, for men \$24.51. In Maine the average salary for women teachers was \$4.80, and for men \$15.40. New Hampshire and Vermont were below Connecticut. The average in New York at this time was \$6.99 for women, and \$15.95 for men. This is almost as high as that of Massachusetts, as was also that of Pennsylvania. In Ohio the average wage for women teachers was \$8.73, and for men \$15.42. In Indiana \$6 for women, and \$12 for men. This will indicate the general condition all over the country. When it is borne in mind that the schools frequently did not last more than three or four months the economic status of the individual teachers can be readily imagined. It is true in many if not in most of these regions the custom yet prevailed of the teacher receiving his board from the patrons of the school. That the range of distribution was not great was shown for the State of Maine. For the year mentioned above there were 4000 women teachers, only 29 of which received as much as \$16 and upwards, while 67 received less than \$4, with the average wage for all of \$4.80.—

From Founding of the American Public School System, p489-90, by PAUL MONROE.

IF WE can afford war, we can afford education. If we can spend billions on war, we can spend millions that will give American children their birth-right—good health and useful education. To those who say we can not do both, I say we can not do one without the other! . . . Whatever else we do, let us not stint our children. Education is NOT a luxury—it is our great necessity.—HENRY FORD.

NUMBER of CLASSROOM TEACHERS in PUBLIC ELEMENTARY and SECONDARY SCHOOLS by STATES, 1870-1940

	1870	1880	1890	1900	1910	1920	1930	1940
1	2	3	4	5	6	7	8	9
Continental United States...	200,517	282,448	363,935	421,288	523,210	679,533	854,263	875,477
Alabama.....	3,000*	4,615	6,318	6,578	8,756	12,558	17,130	19,405
Arizona.....		101	240	399	851	1,955	3,273	3,384
Arkansas.....	2,003	1,827	5,016	6,959	9,522	10,476	12,990	12,852
California.....	1,687	3,595	5,434	7,605	11,369	19,343	36,768	38,504
Colorado.....	140*	678	2,375	3,597	5,200	7,386	9,744	8,918
Connecticut.....	2,813	3,100	4,093	4,160	5,277	8,455	9,811	9,619
Delaware.....	300*	594	701	840	5,993	1,134	1,420	1,626
District of Columbia.....	200*	433	745	1,226	1,631	2,096	2,722	3,057
Florida.....	250	1,095	2,510	2,729	4,015	6,819	10,960	13,189
Georgia.....	1,000*	6,000	7,503	10,120	12,625	15,921	19,071	22,846
Idaho.....	40*	160	497	1,060	2,232	3,982	4,500	4,513
Illinois.....	19,037	22,255	23,164	26,313	29,384	36,599	47,766	45,955
Indiana.....	11,826	13,578	13,278	15,617	17,267	17,209	21,847	21,459
Iowa.....	11,994	21,598	26,567	28,694	27,598	27,660	24,585	22,450
Kansas.....	1,159	7,780	12,232	11,513	13,467	16,989	19,141	16,904
Kentucky.....	4,000*	6,764	9,041	9,960	11,100	13,348	15,323	18,802
Louisiana.....	625	2,025	2,673	4,157	6,286	8,966	12,173	14,830
Maine.....	6,007	6,934	7,517	6,445	7,457	7,020	6,547	6,156
Maryland.....	1,905	3,125	3,826	5,127	5,514	6,675	8,745	8,638
Massachusetts.....	8,106	8,595	10,324	13,575	15,321	19,085	26,229	24,769
Michigan.....	10,249	13,949	15,990	15,564	17,987	24,302	34,552	32,716
Minnesota.....	15,775	5,215	8,847	10,586	15,157	19,575	22,169	21,080
Mississippi.....	3,500*	5,569	7,321	8,156	10,166	11,962	15,138	14,773
Missouri.....	7,146	10,447	13,785	16,201	18,365	21,126	24,200	26,423
Montana.....	60*	161	624	1,214	2,250	7,215	6,422	5,195
Nebraska.....	521	4,100	10,555	9,463	11,099	14,873	14,400	13,760
Nevada.....	55	197	251	324	489	704	794*	886
New Hampshire.....	3,781	3,460	3,114	2,970	3,040	3,047	3,051	2,945
New Jersey.....	2,820	3,477	4,465	6,689	12,087	17,440	25,555	26,984
New Mexico.....	50*	147	472	966	1,474	2,752	3,400	3,798
New York.....	28,310	30,730	31,703	34,848	45,074	61,703	82,204*	80,553
North Carolina.....	1,415	4,130	7,067	7,387	11,216	16,852	23,375	24,530
North Dakota.....	100*	286	1,982	4,083	7,387	8,975	8,856	7,262
Ohio.....	21,626	23,684	25,156	26,017	27,841	33,751	41,432	43,671
Oklahoma.....				2,343	9,473	15,389	19,807	20,204
Oregon.....	340*	1,314	2,566	3,742	4,453	7,778	6,208	7,296
Pennsylvania.....	17,612	21,375	24,493	29,390	35,496	44,111	57,716	60,963
Rhode Island.....	673	1,295	1,378	1,913	2,371	2,971	4,026	3,788
South Carolina.....	528	3,171	4,364	5,564	6,968	9,699	13,398	15,042
South Dakota.....	**	**	4,640	4,602	6,065	7,853	8,943*	7,837
Tennessee.....	3,000*	5,954	8,228	9,195	10,286	13,277	18,331	20,147
Texas.....	1,500*	4,361	10,880	15,020	20,742	29,001	35,667	45,204
Utah.....	340*	517	680	1,466	2,369	3,904	4,452	4,417
Vermont.....	4,296	4,326	4,400	3,742	3,257	2,902	2,978	2,653
Virginia.....	2,500*	4,873	7,523	8,836	10,443	14,271	16,477	17,734
Washington.....	140*	560	1,610	3,321	7,170	9,877	11,140	10,583
West Virginia.....	2,283	4,134	5,491	7,179	8,782	11,221	15,837	14,252
Wisconsin.....	8,795	10,115	12,037	13,063	14,729	17,094	20,239	20,553
Wyoming.....	10*	49	259	570	1,109	2,232	2,751	2,651

* Estimated by the NEA Research Division.

** South Dakota reported as part of North Dakota.

Sources: Reports of the Commissioner of Education and Biennial Surveys of Education, U. S. Office of Education, Federal Security Agency.

PUPIL ENROLMENT in PUBLIC ELEMENTARY and SECONDARY SCHOOLS by STATES-1870-1940

	1870	1880	1890	1900	1910	1920	1930	1940
1	2	3	4	5	6	7	8	9
Continental United States	7,561,582	9,867,595	12,722,631	15,503,110	17,813,852	21,578,316	25,678,015	25,433,542
Ala.	141,312	179,490	301,615	378,423	424,611	569,940	622,988	686,767
Ariz.		4,212	7,989	16,504	31,312	76,505	103,806	110,205
Ark.	69,927	81,972	223,071	314,682	395,978	483,172	456,185	485,339
Calif.	91,332	158,765	221,756	269,736	368,391	696,238	1,068,683	1,181,106
Colo.	4,357	22,119	65,490	117,555	168,798	220,232	240,482	221,409
Conn.	113,588	119,694	126,505	155,228	190,355	261,463	319,453	281,032
Del.	20,058	27,823	31,434	36,895	35,950	38,483	42,360	44,046
Dist. of Col.	15,157	26,439	36,906	46,519	55,774	65,298	80,965	96,170
Fla.	14,000	39,315	92,472	108,874	148,089	225,160	346,434	369,214
Ga.	49,578	236,533	381,297	482,673	555,794	690,918	713,290	737,979
Idaho	906	5,834	14,311	36,669	76,168	115,192	120,947	120,987
Ill.	672,787	704,041	778,319	958,911	1,002,687	1,127,560	1,395,907	1,248,827
Ind.	450,057	511,283	512,955	564,807	531,459	566,288	667,379	671,364
Iowa	341,932	426,057	493,267	566,223	510,661	514,521	554,655	503,481
Kans.	89,777	231,434	399,322	389,582	389,746	406,880	431,166	376,349
Ky.	178,457	276,000	399,660	500,294	494,863	535,332	588,354	604,064
La.	57,639	77,642	120,253	196,169	263,617	354,079	434,557	473,020
Maine	152,600	149,827	139,676	130,918	144,278	137,681	154,455	163,640
Md.	115,683	162,431	184,251	222,373	238,393	241,618	277,459	287,225
Mass.	273,661	306,777	371,492	474,891	535,869	623,586	769,492	700,305
Mich.	292,466	362,556	427,032	504,985	541,501	691,674	970,582	970,188
Minn.	113,983	180,248	280,960	399,207	440,083	503,597	551,741	512,224
Miss.	117,000	236,654	334,158	386,507	469,137	412,670	595,449	594,799
Mo.	330,070	482,986	620,314	719,817	707,817	672,483	656,073	700,640
Mont.	1,657	4,270	16,980	39,430	66,141	126,576	120,337	107,302
Neb.	23,265	92,549	240,300	288,227	281,375	311,821	325,216	276,188
Nev.	3,106	9,045	7,387	6,676	10,200	14,114	18,041	20,746
N. H.	71,957	64,341	59,813	65,688	63,972	64,205	74,240	75,697
N. J.	169,430	204,961	234,072	322,575	429,797	594,780	792,012	716,527
N. Mex.	1,320	4,755	18,215	36,735	56,304	81,399	102,084	132,589
N. Y.	1,028,110	1,031,593	1,042,160	1,209,574	1,422,969	1,719,841	2,141,479	2,227,870
N. C.	115,000	252,612	322,533	400,452	520,404	691,249	866,939	886,484
N. Dak.	1,660	13,718	35,543	77,686	139,802	168,283	169,277	140,126
Ohio	719,372	729,499	797,489	829,160	838,080	1,020,663	1,277,636	1,213,978
Okla.				99,602	422,399	589,282	682,650	611,818
Oreg.	21,000	37,533	63,254	89,405	118,412	151,028	202,595	188,876
Pa.	834,614	937,310	1,020,522	1,151,880	1,282,965	1,610,459	1,937,433	1,851,780
R. I.	34,000	40,604	52,774	67,231	80,061	93,501	118,704	114,161
S. C.	66,056	134,072	201,260	281,891	340,415	478,045	469,370	481,750
S. Dak.	*	*	78,043	98,822	126,253	146,955	165,624	136,447
Tenn.	140,000	300,217	447,950	485,354	521,753	619,852	627,747	648,131
Texas	63,504	220,000	466,872	659,598	821,631	1,035,648	1,308,028	1,328,822
Utah	16,992	24,326	37,279	73,042	91,611	117,406	138,046	136,519
Vt.	65,384	75,328	65,608	65,964	66,615	61,785	65,976	64,911
Va.	131,088	220,736	342,269	370,595	402,109	505,190	562,956	568,131
Wash.	5,000	14,780	55,964	115,104	215,688	291,053	344,731	331,409
W. Va.	76,999	142,850	193,064	232,343	276,458	346,256	395,605	452,821
Wis.	265,285	299,457	351,723	445,142	464,311	465,243	564,022	535,880
Wyo.	450	2,907	7,052	14,512	24,584	43,112	54,505	56,199

* Included in North Dakota.

Sources: Biennial Surveys of Education, U. S. Office of Education, Federal Security Agency.

UNITED STATES POPULATION (OFFICIAL CENSUS), 1800-1940

	1800	1820	1840	1860	1880	1900	1920	1940
Alabama		127,901	590,766	964,201	1,262,505	1,628,687	2,348,174	2,632,961
Arizona					40,440	122,931	334,162	499,261
Arkansas		14,273	97,574	435,450	802,525	1,311,564	1,752,204	1,648,387
California				379,894	864,694	1,485,053	3,426,861	6,907,387
Colorado				34,277	194,327	539,700	939,629	1,123,296
Connecticut	251,002	275,248	306,978	460,147	622,700	906,420	1,380,631	1,709,242
Delaware	64,273	72,749	76,085	112,216	146,608	184,735	223,003	266,605
District of Columbia	14,093	33,039	43,712	75,080	177,624	278,716	437,571	663,091
Florida			54,477	140,424	269,493	526,542	966,470	1,697,414
Georgia	162,686	340,969	691,392	1,057,286	1,542,180	2,216,331	2,895,632	3,123,723
Idaho					32,610	161,772	431,866	524,673
Illinois		55,211	476,163	1,711,951	3,077,671	4,621,550	6,485,280	7,697,241
Indiana	5,641	147,178	685,866	1,350,428	1,978,501	2,516,462	2,930,390	3,427,796
Iowa			43,112	674,913	1,624,615	2,231,853	2,404,021	2,536,266
Kansas				107,206	996,096	1,470,995	1,769,257	1,801,028
Kentucky	220,955	564,317	779,628	1,155,684	1,648,680	2,147,174	2,416,630	2,845,627
Louisiana		153,407	352,411	708,002	939,946	1,361,625	1,796,509	2,363,680
Maine	151,719	296,335	501,793	628,279	648,936	694,466	768,014	847,226
Maryland	341,548	407,350	470,019	667,049	934,943	1,188,044	1,449,661	1,821,244
Massachusetts	422,845	523,287	737,699	1,231,066	1,783,085	2,605,346	3,662,356	4,316,721
Michigan		8,696	212,267	749,113	1,636,937	2,420,982	3,668,412	5,256,106
Minnesota				172,023	780,773	1,751,394	2,387,125	2,792,300
Mississippi	6,660	75,448	375,651	791,305	1,131,597	1,551,270	1,790,616	2,183,796
Missouri		66,566	383,702	1,162,012	2,169,380	3,106,665	3,404,055	3,784,664
Montana					39,159	243,329	546,889	659,466
Nebraska				26,841	452,402	1,066,300	1,296,372	1,315,634
Nevada				6,857	62,266	42,335	77,407	110,247
New Hampshire	183,858	244,161	294,574	326,073	346,991	411,686	443,083	491,524
New Jersey	211,149	277,575	373,306	672,035	1,131,116	1,883,669	3,155,900	4,160,165
New Mexico				93,516	119,665	195,310	360,350	581,618
New York	589,051	1,372,812	2,428,921	3,880,735	5,062,671	7,268,894	10,365,227	13,479,142
North Carolina	478,103	636,629	753,419	992,622	1,399,750	1,893,810	2,569,123	3,571,623
North Dakota						319,146	646,672	641,935
Ohio	46,365	561,434	1,519,467	2,339,511	3,196,062	4,157,545	5,769,394	6,907,612
Oklahoma						790,391	2,026,283	2,336,434
Oregon				52,465	174,768	413,536	783,389	1,089,694
Pennsylvania	602,365	1,049,456	1,724,033	2,906,215	4,262,891	6,302,115	6,720,017	9,900,160
Rhode Island	69,122	83,069	108,830	174,620	276,531	428,566	604,397	713,346
South Carolina	345,591	502,741	594,396	703,708	995,677	1,340,316	1,683,724	1,899,804
South Dakota				4,837	135,177	401,570	636,647	642,961
Tennessee	106,602	422,823	629,210	1,109,801	1,542,359	2,020,616	2,337,685	2,615,641
Texas				604,215	1,691,749	3,048,710	4,663,228	6,414,624
Utah				40,273	143,663	276,749	446,396	560,310
Vermont	154,465	235,961	291,946	315,096	332,286	343,641	352,428	359,231
Virginia	880,200	1,065,366	1,239,787	1,596,318	1,512,565	1,854,164	2,309,187	2,677,773
Washington				11,594	75,116	516,103	1,356,621	1,736,161
West Virginia					616,457	958,800	1,463,701	1,901,674
Wisconsin					1,315,467	2,069,042	2,632,067	3,137,567
Wyoming					20,769	92,531	194,402	250,742
Total	5,306,483	9,638,453	17,069,463	31,443,321	50,165,763	75,964,575	106,710,820	131,669,276

THE IMPORTANCE of POPULATION

WHOEVER WOULD understand the world of the future must study population trends, which—along with ideas and natural resources—will determine the character of coming ages. According to O. E. Baker in *Social Science* for October 1943, the population of the world has increased from 400 or 500 millions in 1740 to 2 billions or more in 1940. This increase is three or four times as great as in all the thousands of years preced-

ing. In the United States and Canada the increase was from a few hundred thousand in 1740 to over 140 millions in 1940. In Europe the increase was from about 130 millions in 1740 to about 500 millions in 1940; in Asia from roughly 300 millions to one billion. Half the people of the world live in Asia today, a fourth in Europe, and a fourteenth in the United States and Canada.

A MIGHTY HERITAGE

IN THESE DAYS of worldwide tragedy and waste, we need to keep for ourselves and pass on to youth our faith in our country's future. Secretary of the Interior Harold L. Ickes performed a national service when he called attention to the magnitude of our national resources, which he estimated at \$12,023,000,000,-

000—12 trillion 23 billion dollars, or \$89,000 for each man, woman, and child in the United States. The article which appeared in the *American Magazine* [July 1943], pointed out that our national debt—great as it is—is but slightly over one percent of the above amount.

QUALIFICATIONS FOR LIBERTY

MEN ARE QUALIFIED FOR CIVIL LIBERTY *in exact proportion to their disposition to put chains upon their own appetites; in proportion as their love of justice is above their rapacity; in proportion as their soundness and sobriety of understanding is above their vanity and presumption; in proportion as they are more disposed to listen to the counsels of the wise and good, in preference to the flattery of knaves. Society cannot exist unless a controlling power upon the will and appetite is placed somewhere; and the less of it there is within, the more there must be of it without. It is ordained in the eternal constitution of things, that men of intemperate habits cannot be free. Their passions forge their fetters.*—

EDMUND BURKE, *great British statesman.*

ROLL CALL OF STATES

Introductory statement

STATE EDUCATION ASSOCIATIONS derive special importance from the fact that under our American system, the control of education is left to the states. Schools operate under provisions in the state constitutions and laws passed by the various legislatures.

Our state associations have grown steadily in membership and influence since the pioneer groups were organized in New York and Rhode Island in 1845. Under the Five-Year Program of Unification, Expansion, and Development, they are moving forward along with local and national associations into a period of increasing effectiveness.

The ideal state association: [1] Is motivated by a definite statement of purpose with emphasis on the welfare of the child, promotion of the cause of education, and advancement of the interests of teachers.

[2] Works at a longterm program of action as well as an immediate program of specific objectives and services.

[3] Provides for universal membership and opportunity for every member to work on the problems of the profession.

[4] Is integrated with local and national associations, on a united-dues basis. (See page 19.)

[5] Is adequately financed, largely by annual dues. A fee of 1 percent of the annual salary would be a reasonable contribution to the upbuilding of the profession. For present dues of state associations, see pages 20 and 21.

[6] Is governed by a delegate assembly large enough to represent the various areas of the state and of the profession and small enough to transact the business of the association efficiently.

[7] Has an executive committee which acts for the association between meetings of the delegate assembly.

[8] Has live, functioning departments for subjectmatter and administrative areas.

[9] Has standing committees transacting routine business and at work on the solution of continuing major problems.

[10] Has special committees of definite, limited terms, for the solution of particular problems.

[11] Has an ethics commission to disseminate, interpret, and enforce the ideals and standards of the profession thru a well-formulated code of ethics.

[12] Has a legislative commission to promote larger units of administration, adequate financial support of education, standards of higher certification, minimum salary laws, a retirement system, tenure and sick-leave regulations, and other provisions for educational progress.

[13] Carries on a service program of conventions, research, publications, public relations, and professional study groups.

[14] Is serviced by an efficient and adequate staff of well-housed and well-paid employees, which may include an executive secretary, an editor of the state association magazine, a director of research, a director of public relations and field services, and a reasonable number of clerical assistants.

On the following pages in-a-nutshell information will be found for each state, the District of Columbia, Hawaii, Alaska, Puerto Rico, and New York City. The following facts are given:

GENERAL

Area of the state
Population
Number of counties
Number of towns 2500 or over
Name and population of the largest cities. This is given because city teachers, being better paid, have a special obligation for professional leadership. Figures unless otherwise indicated are those of the 1940 census.

The capital

State superintendent or commissioner of education

NEA state director

THE STATE ASSOCIATION

Name

Address

Date and place of organization, if information is available

Time and place of annual meeting of delegate assembly

Facts on district organization

President

Secretary

Treasurer, vicepresident, assistant secretary, field secretary, or research secretary. Officers listed vary according to the state situation.

Official organ and its editor

Average salary of teachers, principals, supervisors, 1942-43

Salary for later date, if information is available

Date of enactment and other pertinent information about minimum salary law, tenure law, and retirement law—if the state has these provisions

MEMBERSHIP

Membership in NEA and state association as of May 31, 1941-45

Suggested NEA membership goals for unification by 1949, given for years 1945 thru 1949. These figures are explained on page 22.

Number of local associations affiliated with the NEA in 1944 and 1945

Number of FTA chapters and members in 1944 and 1945

Number of NEA life members in 1944 and 1945

Number of counties, cities, schools, and state teachers colleges 100 percent in membership in the NEA for 1944 and 1945

Status of the Five-Year Program

Let us impart all the blessings
we possess, or ask for ourselves,
to the whole family of mankind.

—GEORGE WASHINGTON.

ALABAMA

Area: 51,609 sq. mi. *Population:* 2,832,961. *Counties:* 67. *Towns 2500 or over:* 59
Largest cities 1940: Birmingham 267,583; Mobile 78,720; Montgomery 78,084;
 Gadsden 36,975; Tuscaloosa 27,493; Anniston 25,523; Bessemer 22,826; Selma
 19,834

Capital: Montgomery. *State Superintendent of Education:* E. B. NORTON
NEA State Director: H. G. GREER, supt of Monroe County Schools, Monroeville

Alabama Education Association
 21 Adams Avenue, Montgomery 4

Organized: 1840, Benton. *Reorganized:* July 25, 1856, Selma
Annual Meeting of Representative Assembly: Birmingham or Montgomery, March
District Organization: The state is divided into eight districts, each represented by
 a member on the executive committee

President 1944-45: C. A. DONEHOO, superintendent of schools, Gadsden

Secretary-Treasurer: FRANK L. GROVE [since January 1, 1928]

Assistant Secretary: VINCENT RAINES

Official Organ: *Alabama School Journal*. Editor and Manager: FRANK L. GROVE

Status of Teachers, Principals, Supervisors: Number 1944-45: 19,500. Average salary
 1942-43: \$925. Average salary of teachers 1944-45 as reported by state association:
 \$976. Minimum salary law since 1927: present minimum \$528. Statewide tenure
 law since 1939. Joint-contributory statewide teacher retirement law since 1939.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
AEA	14751	14310	14052	14449	14272	1945	1946	1947	1948	1949
NEA	3528	3516	5785	10017	11780	10904	11791	12678	13565	14449

1944: *Affiliates* 25; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 59

1945: *Affiliates* 27; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 64

100% *Honor Roll* 1944: *Counties* 41; *Cities* 33; *Schools* 1014; *STC* 1

100% *Honor Roll* 1945: *Counties* 49; *Cities* 36; *Schools* 1165; *STC* 1

Five Year Program adopted in part by AEA.—Frank L. Grove, secretary.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Birmingham:</i> L. FRAZER BANKS	70	<i>Montgomery:</i> W. H. MAC GREGOR	51
<i>Gadsden:</i> C. A. DONEHOO	10	H. COUNCILL TRENHOLM	68
		<i>University:</i> JACKSON R. SHARMAN	75

The great problems of present day civilization are not technical, but human and social. If we cannot grasp that fact, we have little hope of righting ourselves.—EVERETT NEEDHAM CASE

ARIZONA

Area: 113,909 sq. mi. *Population:* 499,261. *Counties:* 14; *Towns 2500 or over:* 16
Largest cities 1940: Phoenix 65,414; Tucson 36,818; Douglas 8623; Mesa 7224
Capital: Phoenix. *State Superintendent of Public Instruction:* E. D. RING
NEA State Dir: ALICE L. VAIL, English teacher, Highschool, Tucson

Arizona Education Association
 818 Security Building, Phoenix

Organized: 1891, Phoenix

Annual Meeting of Delegate Assembly: November 30-December 1, 1945; Phoenix

President 1944-45: ALEX FRAZIER, North Phoenix Highschool, Phoenix

Vicepresident 1944-45: MARTIN C. TATE, prin., Elementary Schools, Safford

Executive Secretary: WALTER MAXWELL [since June 1, 1942]

Treasurer 1944-45: T. D. ROMERO, teacher, Tucson Senior Highschool, Tucson

Official Organ: Arizona Teacher-Parent. *Editor:* WALTER MAXWELL. *Asst Editor:*

VIRGINIA KIRLIN. *Advertising Manager:* J. B. MC CORMICK

Status of Teachers, Principals, Supervisors: Number 1944-45: 3570. Average salary 1942-43: \$1760. Joint-contributory statewide teacher retirement law since 1943.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
AEA	3751	4053	2300	3076	3245	1945	1946	1947	1948	1949
NEA	1971	2034	1946	2374	2679	2515	2656	2797	2938	3076

1944: *Affiliates* 8; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 70

1945: *Affiliates* 14; *FTA Chapters* 1; *FTA Members* 32; *NEA Life Members* 70

100% *Honor Roll 1944:* *Counties* 0; *Cities* 13; *Schools* 97; *STC* 1

100% *Honor Roll 1945:* *Counties* 0; *Cities* 19; *Schools* 140; *STC* 0

Five-Year Program: Delegate Assembly on December 8 and 9, 1944, unanimously approved agreement which permits locals to unify their memberships with the NEA and state association. Most locals have already done so.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Glendale:</i> HAROLD W. SMITH	61	EDWON L. RIGGS	87
<i>Phoenix:</i> ROBERT J. HANNELLY	85	<i>Rivers:</i> W. C. SAWYER	65
E. W. MONTGOMERY	98	<i>Tempe:</i> GRADY GAMMAGE	79

ARKANSAS

Area: 53,102 sq. mi. *Population:* 1,949,387. *Counties:* 75. *Towns 2500 or over:* 53
Largest cities 1940: Little Rock 88,039; Fort Smith 36,584; Hot Springs 21,370;
 Pine Bluff 21,290; North Little Rock 21,137; El Dorado 15,858
Capital: Little Rock. *State Commissioner of Education:* RALPH B. JONES
NEA State Director: W. F. HALL, State Supervisor of Elementary Education, State
 Dept of Education, Little Rock

Arkansas Education Association
 503 Union Life Building, Little Rock

Organized: 1869, Little Rock

Annual Meeting of Council on Education: November, Little Rock

President 1944-45: MARVIN BIRD, supt of schools, Earle

Executive Secretary: MISS WILLIE A. LAWSON [since Jan. 1, 1935]

Field Secretary: FORREST ROZZELL

Treasurer 1944-45: CHARLES F. ALLEN, exec. secy, Teacher Retirement System, Little
 Rock

Official Organ: Journal of Arkansas Education. *Mgr and Editor:* MISS WILLIE A.
 LAWSON

Status of Teachers, Principals, Supervisors: Number 1944-45: 12,828. Average salary
 1942-43: \$756. State aid schedule for 1945-46: less than one year of college
 training—\$600; 3-year elem. certificate—\$720; 4-year elem. or jr. high certificate—
 \$840; 4-year elem., jr. high, HS, 6-year elem., professional, supervisors, life, or
 administrators certificate issued upon 90 semester hours of college training—\$1000;
 highschool, 6-year elem., professional, supervisors, life, or administrators certificate
 based upon a bachelors degree—\$1200, provided that, if such certificate is issued
 on a masters degree, the amount shall be \$1440. Continuing statewide contract law
 since 1941. Joint-contributory statewide teacher retirement law since 1937.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
AEA	7629	8632	8505	9176	9540	1945	1946	1947	1948	1949
NEA	857	702	786	2178	4728	3578	4978	6378	7778	9176

1944: *Affiliates* 11; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 50

1945: *Affiliates* 16; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 53

100% *Honor Roll* 1944: *Counties* 2; *Cities* 39; *Schools* 80; *STC* 0

100% *Honor Roll* 1945: *Counties* 15; *Cities* 139; *Schools* 433; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Arkadelphia: MATT L. ELLIS 79 *Little Rock:* FORREST ROZZELL 45

CALIFORNIA

Area: 158,693 sq. mi. *Population:* 6,907,387. *Counties:* 58. *Towns 2500 or over:* 167

Largest cities 1940: Los Angeles 1,504,277; San Francisco 634,536; Oakland 302,163;

San Diego 203,341; Long Beach 164,271; Sacramento 105,958; Berkeley 85,547;

Glendale 82,582; Pasadena 81,864; San Jose 68,457; Fresno 60,685; Stockton 54,714;

Santa Monica 53,500; San Bernardino 43,646; Alhambra 38,935; Belvedere 37,192;

Alameda 36,256, Santa Barbara 34,958; Riverside 34,696; Santa Ana 31,921

Capital: Sacramento. *State Supt of Public Instruction:* WALTER F. DEXTER

NEA State Directors: MRS. LOUISE BEYER GRIDLEY, teacher and counselor, Berkeley

Highschool; 1839 San Ramon Ave., Berkeley; LELAND M. PRYOR, teacher, Pasadena

Junior College, Pasadena

California Teachers Association

660 Market Street, San Francisco 4

Organized: May 4, 1863

Annual Meeting, Representative Assembly: Second Saturday of April each year in

San Francisco

Sectional Organization: State is divided into six sections

President 1945-46: JOHN F. BRADY, associate supt of schools, San Francisco 2

Vicepresident 1945-46: WALTER T. HELMS, supt of schools, Richmond

Executive Secretary-Treasurer: ROY W. CLOUD [since Sept. 1, 1927]

Official Organ: Sierra Educational News. *Editor:* VAUGHAN MAC CAUGHEY

Section Officers

Bay Section

President: WALLACE W. HALL, Vicepresident, Marin District Junior College, Kentfield

Secretary-Treasurer: EARL G. GRIDLEY, 2207 Shattuck Ave., Room 208, Berkeley 4

Central Section

President: EDWARD SEWELL, teacher, Taft Union Highschool

Secretary-Treasurer: H. W. PAT KELLY, principal, Shafter Highschool, Shafter

Central Coast Section

President: PAUL DIAS, district superintendent, San Juan, San Benito County

Secretary: T. S. MAC QUIDDY, city superintendent, Watsonville

North Coast Section

President: FRANK M. WILLIAMS, principal, South Fork Union High, Miranda

Secretary-Treasurer: MRS. ALMA THOMPSON, rural supervisor, Office County, supt of schools, Eureka

Northern Section

President: MALCOLM P. MURPHY, principal, Senior High, Sacramento

Secretary: E. P. MAPES, county superintendent, Willows

Southern

President: ROBERT CAMERON GILLINGHAM, teacher, Compton District Junior College
Executive Secretary: ARTHUR F. COREY, 408 South Spring Street, Los Angeles 13

Status of Teachers, Principals, Supervisors: Number 1944-45: 44,000. Average salary 1942-43: \$2373. Minimum salary law since 1937: present minimum, \$1800 beginning 1945-46. Teacher tenure since 1921, not statewide. Joint-contributory statewide teacher retirement law since 1913.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
CTA	38148	38295	36811	36506	38672	1945	1946	1947	1948	1949
NEA	17610	18709	18045	20084	22924	23369	26654	29939	33224	36506

1944: *Affiliates* 70; *FTA Chapters* 2; *FTA Members* 40; *NEA Life Members* 466

1945: *Affiliates* 66; *FTA Chapters* 3; *FTA Members* 54; *NEA Life Members* 488

100% *Honor Roll* 1944: *Counties* 0; *Cities* 17; *Schools* 424; *STC* 0

100% *Honor Roll* 1945: *Counties* 0; *Cities* 21; *Schools* 475; *STC* 1

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Berkeley:</i> ALICE G. HOYT	96	<i>Pasadena:</i> RUTH NEWBY	92
BOYD RAKESTRAW	110	<i>Rio Vista:</i> IDELLA R. CHURCH	83
<i>Inglewood:</i> ALVIN VANDERMAST	10	<i>San Francisco:</i> CHARLES M. DENNIS	94
<i>Long Beach:</i> GLADYS L. POTTER	108	BERNICE MOSS	67
<i>Los Angeles:</i> ARTHUR F. COREY	45	LT. JOHN RUSINKO	70
MRS. SUSAN M. DORSEY	10	MARY J. SWEENEY	101
HARRY M. HOWELL	52	<i>San Jose:</i> LILLIAN GRAY	57
EDWIN A. LEE	43	<i>San Rafael:</i> ELOISE MAYS	105
ELEANOR METHENY	75	<i>Stanford University:</i> ALVIN C. EURICH	81
MARY VIRGINIA MORRIS	85	PAUL HANNA	81
MARJORIE L. SCHRAMLING	66	I. JAMES QUILLAN	102
<i>Oakland:</i> W. BAYARD BUCKAM	104		
VINCENT A. HIDEN	94		
SARAH L. YOUNG	87		

Let us have faith that right makes might; and in that faith let us to the end dare to do our duty as we understand it. And having chosen our course, let us renew our trust in God, and go forward without fear and with manly hearts.—ABRAHAM LINCOLN

COLORADO

Area: 104,247 sq. mi. *Population:* 1,123,296. *Counties:* 63; *Towns 2500 or over:* 30
Largest cities 1940: Denver 322,412; Pueblo 52,162; Colorado Springs 36,789; Greeley
 15,995; Trinidad 13,223; Boulder 12,958; Grand Junction 12,479

Capital: Denver. *State Supt of Public Instruction:* MRS. INEZ JOHNSON LEWIS
NEA State Director: CRAIG P. MINEAR, exec. secy, Colorado Education Assn., Denver

Colorado Education Association
 230 Coronado Building, Denver 2

Organized: December 28, 1875, Denver

Annual Meeting, Delegate Assembly: Colorado Springs in December

Division Annual Meetings: Denver, Grand Junction, Pueblo, Durango, October 25-26, 1945

President 1944-45: J. PAUL GOURLAY, classroom teacher, West Highschool, Denver

Secretary-Treasurer: CRAIG P. MINEAR [since January 1, 1944]

Official Organ: The Colorado School Journal. *Editor:* CRAIG P. MINEAR

Status of Teachers, Principals, Supervisors: Number 1944-45: 9000. Average salary 1942-43: \$1462. Minimum salary law since 1921; rates superseded by minimum program, \$1200 elem. classroom unit, \$1500 highschool. Tenure law since 1921, not statewide. Joint-contributory statewide teacher retirement law since 1944.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
CTA	9170	9302	8442	8626	8953	1945	1946	1947	1948	1949
NEA	3727	4237	4311	4156	4350	5050	5944	6838	7732	8626

1944: *Affiliates* 16; *FTA Chapters* 2; *FTA Members* 28; *NEA Life Members* 80

1945: *Affiliates* 17; *FTA Chapters* 2; *FTA Members* 20; *NEA Life Members* 82

100% *Honor Roll 1944:* *Counties* 0; *Cities* 28; *Schools* 232; *STC* 2

100% *Honor Roll 1945:* *Counties* 0; *Cities* 31; *Schools* 233; *STC* 3

According to *Colorado School Journal* for Feb. 1945, CEA Delegate Assembly on Dec. 27, 1944, unanimously recommended that dues be increased to \$4. This amendment will go before members at annual meeting in October 1945, or if no meeting is held will be voted on by ballot.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Boulder:</i> LELIA TROLINGER.....	110	JOHN C. KENDEL.....	94
<i>Denver:</i> BEN M. CHERRINGTON.....	55	MRS. INEZ JOHNSON LEWIS.....	101
HAROLD D. FASNACHT.....	84	NELLIE V. LIND.....	49
WILLARD N. GREIM.....	75	MARION E. MILLER.....	83
EUGENE H. HARRINGTON.....	87		

CONNECTICUT

Area: 5009 sq. mi. *Population:* 1,709,242. *Counties:* 8. *Towns 2500 or over:* 32
Largest cities 1940: Hartford 166,267; New Haven 160,605; Bridgeport 147,121;
 Waterbury 99,314; New Britain 68,685; Stamford 47,938; Norwalk 39,849
Capital: Hartford. *State Commissioner of Education:* ALONZO G. GRACE
NEA State Director: ALBERT C. MERRIAM, 1032 Chapel St., New Haven

Connecticut State Teachers Association State Office Building, Hartford

Organized: April 15, 1848
Annual Meeting of Representative Assembly: 1st or 2nd Saturday in May, State Capitol, Hartford
District Organization: On basis of counties
President 1944-45: MRS. ISABELLE M. PEARSON, Riverton Road, Winsted
Executive Secretary: LYNDON U. PRATT [since Sept. 1, 1942]
Director of Research and Field Service: RAYMOND J. FAY [since Nov. 1944]
Official Organ: Connecticut Teacher. *Editor:* LYNDON U. PRATT
Status of Teachers, Principals, Supervisors: Number 1944-45: 10,300. Average salary 1942-43: \$2271. Average salary, 1944-45, teachers only, reported by state association: \$2146. Continuing contract law since 1939. Joint-contributory statewide teacher retirement law since 1917.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
CSTA	10527	10159	10048	9800	9769					
NEA	1968	2106	1943	2430	2872	3904	5378	6852	8326	9800

1944: *Affiliates* 39; *FTA Chapters* 1; *FTA Members* 37; *NEA Life Members* 76
 1945: *Affiliates* 40; *FTA Chapters* 1; *FTA Members* 20; *NEA Life Members* 76
 100% *Honor Roll* 1944: *Counties* 0; *Cities* 4; *Schools* 43; *STC* 0
 100% *Honor Roll* 1945: *Counties* 0; *Cities* 3; *Schools* 68; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Darien:</i> FLORENCE HALE	11	<i>New Haven:</i> HELEN T. COLLINS	63
		KENT T. HEALY	49
<i>Greenwich:</i> HARDY FINCH	107	<i>Norwich:</i> CALVIN STANLEY	10
<i>Hartford:</i> HELEN PRITCHARD	96	<i>Stamford:</i> GLENN W. MOON	71
<i>New Britain:</i> HERBERT D. WELTE	79	<i>Willimantic:</i> ANNE J. OATES	89

*"It is easier to dodge our responsibilities than to dodge
 the consequences of dodging our responsibilities."*

DELAWARE

Area: 2057 sq. mi. *Population:* 266,505. *Counties:* 3; *Towns 2500 or over:* 8
Largest cities 1940: Wilmington 112,504; Dover 5517; Newark 4502; New Castle 4414

Capital: Dover. *State Superintendent of Public Instruction:* H. V. HOLLOWAY
NEA State Director: H. V. HOLLOWAY, state supt of public instruction, Dover

Delaware State Education Association

President 1944-45: PAUL M. HODGSON, acting supervisor of agriculture, State Dept of Public Instruction, Dover

Vicepresident 1944-45: HAROLD C. WHITESIDE, superintendent of schools, New Castle
Secretary: LILLIAN H. WALLACE, State Dept of Public Instruction, Dover [parttime since May 1945]

Treasurer 1944-45: E. PAUL BURKHOLDER, Dover

Official Organ: Delaware School Journal. *Editor:* E. PAUL BURKHOLDER

Status of Teachers, Principals, Supervisors: Number of teachers 1940: 1650. Average salary 1942-43: \$1796. Minimum salary law since 1919; present minimum \$1320. Continuing statewide contract law since 1933. Maintains statewide pension plan since 1945 to which teachers do not contribute.

Membership as of May 31:					Suggested NEA Membership Goals For Unification by 1949				
1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
DSEA 1665	1632	1517	1546	1612					
NEA 961	804	709	944	929	1064	1185	1304	1424	1546

1944: *Affiliates* 3; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 17

1945: *Affiliates* 4; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 17

100% *Honor Roll 1944:* *Counties* 1; *Cities* 7; *Schools* 51; *STC* 0

100% *Honor Roll 1945:* *Counties* 2; *Cities* 8; *Schools* 53; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Dover:</i> GLENN GILDERSLEEVE.....	94	EDITH L. MITCHELL.....	83
H. V. HOLLOWAY.....	51	<i>Wilmington:</i> W. H. LEMMEL.....	57

"The little red schoolhouse has produced the most peace-loving, yet the best fighting man in the world." —2/LT. EDMUND G. OLSWYK, INF.

FLORIDA

Area: 58,560 sq. mi. *Population:* 1,897,414. *Counties:* 67. *Towns 2500 or over:* 70
Largest cities 1940: Jacksonville 173,065; Miami 172,172; Tampa 108,391; Saint
 Petersburg 60,812; Pensacola 37,449; Orlando 36,736; West Palm Beach 33,693
Capital: Tallahassee (Pop. 16,240). *State Supt of Public Inst.:* COLIN ENGLISH
NEA State Director: C. MARGUERITE MORSE, teacher, Clearwater HS, Clearwater

Florida Education Association *6 Centennial Building, Tallahassee*

Organized: 1886, Defuniak Springs

Annual Meeting of Representative Assembly: Meets each year in spring—time and place determined by Board of Directors

District Organization: Seventeen district associations

President 1944-45: EDWIN B. BROWNING, superintendent of schools, Madison

Vicepresident 1944-45: HOWELL L. WATKINS, highschool supervising principal, West Palm Beach

Executive Secretary-Treasurer: JAMES S. RICKARDS (since July 1, 1929)

Official Organ: The Journal of the Florida Education Association. *Editor:* JAMES S. RICKARDS

Status of Teachers, Principals, Supervisors: Number 1944-45: 13,407. Average salary 1942-43: \$1219. Average salary of teachers 1943-44 as reported by state association: \$1380. Tenure law since 1937, not statewide. Local tenure laws operate in five counties—Escambia, Duval, Orange, Volusia, Hillsborough. Joint-contributory statewide teacher retirement law since 1939.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
FEA	10840	10852	10302	10136	10502	1945	1946	1947	1948	1949
NEA	1339	1900	1978	2366	3271	3920	5474	7028	8582	10136

1944: *Affiliates* 14; *FTA Chapters* 3; *FTA Members* 75; *NEA Life Members* 85

1945: *Affiliates* 13; *FTA Chapters* 5; *FTA Members* 137; *NEA Life Members* 81

100% *Honor Roll 1944:* *Counties* 0; *Schools* 119; *STC* 0

100% *Honor Roll 1945:* *Counties* 2; *Schools* 169; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Clearwater:</i> C. MARGUERITE MORSE . . .	70	<i>Tallahassee:</i> EDGAR L. MORPHET	59
<i>Winter Park:</i> JAMES F. HOSIC	108	MRS. REX TODD WITHERS	90

"The first step toward a greater teaching profession is to make up our minds to do the things necessary to build that profession."

GEORGIA

Area: 58,876 sq. mi. *Population:* 3,123,723. *Counties:* 159. *Towns 2500 or over:* 78
Largest cities 1940: Atlanta 302,288; Savannah 95,996; Augusta 65,919; Macon
 57,865; Columbus 53,280; Rome 26,282; La Grange 21,983; Athens 20,650
Capital: Atlanta. *State Superintendent of Schools:* M. D. COLLINS
NEA State Director: M. D. COLLINS, state supt of schools, Atlanta

Georgia Education Association
 704 Walton Building, Atlanta 3

Organized: August 21, 1867, Atlanta

Annual Meeting of Representative Assembly: Time and place decided annually

District Organization: The state is divided into ten districts, each represented by a member on the board of directors

President 1944-45: MRS. S. C. PATTERSON, supt, Clinch County schools, Homerville

Secretary: J. HAROLD SAXON [since September 1945]

Treasurer 1944-45: MRS. H. L. TURNER, McDonough

Official Organ: Georgia Education Journal. *Editor and Bus. Mgr:* J. HAROLD SAXON

Status of Teachers, Principals, Supervisors: Number 1944-45: 22,750. Average salary 1942-43: \$901. Average salary of teachers 1944-45 as reported by state association: \$946.55. Minimum salary law since 1937; present minimum—war emergency license: \$495 (white); \$308 (Negro). Tenure law since 1937, not statewide. Joint-contributory statewide teacher retirement law since 1944.

Membership as of May 31:						Suggested NEA Membership Goals					
	1941	1942	1943	1944	1945	For Unification by 1949					
						1945	1946	1947	1948	1949	
GEA	14339	14482	13350	14503	14338						
NEA	2079	4645	4846	6735	7838	8289	9843	11397	12951	14503	

1944: *Affiliates* 6; *FTA Chapters* 2; *FTA Members* 43; *NEA Life Members* 49

1945: *Affiliates* 7; *FTA Chapters* 1; *FTA Members* 23; *NEA Life Members* 50

100% *Honor Roll 1944:* *Counties* 10; *Cities* 23; *Schools* 311; *STC* 0

100% *Honor Roll 1945:* *Counties* 15; *Cities* 30; *Schools* 374; *STC* 1

Five-Year Program: Adopted by GEA board of directors

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Atlanta:</i> GLENVILLE GIDDINGS	67	<i>Milledgeville:</i> MILDRED ENGLISH	66
SARAH L. JONES	66	MAX S. NOAH	94
WILLIS A. SUTTON	67		
JERE A. WELLS	45		

IDAHO

Area: 83,557 sq. mi. *Population:* 524,873; *Counties:* 44. *Towns 2500 or over:* 26
Largest cities 1940: Boise 26,130; Pocatello 18,133; Idaho Falls 15,024; Nampa 12,149;

Twin Falls 11,851; Lewiston 10,548; Coeur d'Alene 10,049

Capital: Boise. *State Superintendent of Public Instruction:* G. C. SULLIVAN

NEA State Director: W. W. CHRISTENSEN, Superintendent of Schools, Idaho Falls

Idaho Education Association

331 Sonna Building, Boise

Organized: December 1890, Boise

Annual Meeting, Representative Assembly: Cancelled or postponed until fall

District Organization: Seven districts

President 1944-45: L. L. CARLSON, supt of schools, Lewiston [until July 1, 1945]

Vicepresident 1944-45: HOWARD ANDREWS, supt, Emmett [until July 1, 1945 when he assumes presidency, leaving vicepresidency vacant until annual meeting]

Executive Secretary-Treasurer: JOHN I. HILLMAN [since August 1, 1926]

Office Assistant: WILMA G. HARRISON

Official Organ: The Idaho Journal of Education. *Managing Editor:* JOHN I. HILLMAN

Status of Teachers, Principals, Supervisors: Number 1944-45: 4141. Average salary 1942-43: \$1115. Lowest salary 1944-45 as reported by state association: \$800

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
IEA	4579	4564	3636	3922	4074					
NEA	721	817	867	1260	1716	1792	2324	2856	3388	3922

1944: *Affiliates* 8; *FTA Chapters* 3; *FTA Members* 46; *NEA Life Members* 29

1945: *Affiliates* 8; *FTA Chapters* 3; *FTA Members* 78; *NEA Life Members* 25

100% *Honor Roll 1944:* *Counties* 0; *Cities* 13; *Schools* 57; *STC* 0

100% *Honor Roll 1945:* *Counties* 0; *Cities* 24; *Schools* 85; *STC* 0

Five-Year Program: Principles of Five-Year Program adopted.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Lewiston: M. LILLIAN MC SORLEY . . . 10 GLENN W. TODD 65

*The time will come when men
Will be as free and equal as the waves,
That seem to jostle, but that never jar.*

—ALFRED J. AUSTIN

ILLINOIS

Area: 56,400 sq. mi. *Population:* 7,897,241. *Counties:* 102. *Towns 2500 or over:* 208
Largest cities 1940: Chicago 3,396,808; Peoria 105,087; Rockford 84,637; East St.

Louis 75,609; Springfield 75,503; Oak Park 66,015; Evanston 65,389

Capital: Springfield. *State Superintendent of Public Instruction:* VERNON L. NICKELL
NEA State Director: SUSAN SCULLY, elementary teacher, Gompers School, 6410 Wood-
 lawn Ave., Chicago

Illinois Education Association
 100 East Edwards, Springfield

Organized: December 26, 1853, Bloomington

Annual Meeting of Representative Assembly: December 27-29, Chicago

District Organization: 18 divisions most of which have delegate bodies and general annual meetings

President 1945: W. R. MCINTOSH, superintendent of schools, Decatur

First Vicepresident 1945: E. H. MELLON, superintendent of schools, Champaign

Second Vicepresident 1945: EDNA SIEBERT, teacher, Harrison Highschool, Chicago

Third Vicepresident 1945: AMELIA TRAENKENSCHUH, director of curriculum, Rock Island

Executive Secretary: IRVING F. PEARSON [since July 1, 1938]

Treasurer 1944-45: FRED C. NICHOLS, Springfield

Chairman of Public Relations 1945: PAUL A. GRIGSBY, supt, Community HS, Granite City

Chairman of Finance 1945: J. HAROLD VOSHALL, supt of schools, Pittsfield

Chairman of Legislation 1945: RUSSELL MALAN, superintendent of schools, Harrisburg

Research Director: LESTER R. GRIMM

Professional and Public Relations Director: CLAUDE E. VICK

Official Organ: Illinois Education. *Editor:* ELOISE P. BINGHAM. *Consulting Editor:* IRVING F. PEARSON. *Contributing Editors:* LESTER R. GRIMM, CLAUDE E. VICK

Status of Teachers, Principals, Supervisors: Number 1944-45: 46,200. Average salary 1942-43: \$1817. Full teacher tenure for teachers in board of education districts, continuing contracts for teachers in board of director districts. Joint-contributory statewide teacher retirement law since 1939.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
IEA	43936	42020	40115	39772	40000	1945	1946	1947	1948	1949
NEA	14344	13955	13812	13542	17259	18788	24034	29280	34526	39772

1944: *Affiliates* 57; *FTA Chapters* 3; *FTA Members* 49; *NEA Life Members* 264
 1945: *Affiliates* 56; *FTA Chapters* 3; *FTA Members* 74; *NEA Life Members* 273
 100% *Honor Roll* 1944: *Counties* 0; *Cities* 58; *Schools* 486; *STC* 2
 100% *Honor Roll* 1945: *Counties* 1; *Cities* 79; *Schools* 613; *STC* 2

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Chicago</i> : W. W. BAUER.....	67	<i>Elgin</i> : C. DEAN CHIPMAN.....	83
C. V. BUTTELMAN.....	95	<i>Evanston</i> : FRANCIS L. BACON.....	43
HERBERT C. HANSEN.....	87	GEORGE R. HOWERTON.....	94
HELEN HUNTER.....	92	CLARA MAC GOWAN.....	83
EDWARD E. KEENER.....	65	<i>Macomb</i> : DWIGHT L. BAILEY.....	105
HILDA TABA.....	102	<i>Normal</i> : MONROE MELTON.....	59
LORRAIN E. WATTERS.....	94	MARY D. WEBB.....	84
<i>De Kalb</i> : KARL L. ADAMS.....	79	<i>Park Ridge</i> : WILLADELL ALLEN.....	100
PAUL E. HARRISON.....	82	<i>River Forest</i> : VIRGIL M. ROGERS.....	57

AMERICA FIRST

Not merely in matters material, but in things of the spirit.
Not merely in science, inventions, motors, and skyscrapers, but also in
ideals, principles, character.
Not merely in the calm assertion of rights, but in the glad assumption
of duties.
Not flaunting her strength as a giant, but bending in helpfulness over
a sick and wounded world like a Good Samaritan.
Not in splendid isolation, but in courageous cooperation.
Not in pride, arrogance, and disdain of other races and peoples, but in
sympathy, love, and understanding.
Not in treading again the old, worn, bloody pathway which ends inevi-
tably in chaos and disaster, but in blazing a new trail, along which,
please God, other nations will follow, into the new Jerusalem where
Wars shall be no more.
Some day some nation must take that path—unless we are to lapse once
again into utter barbarism—and that honor I covet for my beloved
America.
And so, in that spirit and with these hopes I say with all my heart and
soul,

"AMERICA FIRST."

—BISHOP G. ASHTON OLDHAM

INDIANA

Area: 36,291 sq. mi. *Population:* 3,427,796. *Counties:* 92. *Towns 2500 or over:* 98
Largest cities 1940: Indianapolis 386,972; Fort Wayne 118,410; Gary 111,719
Capital: Indianapolis. *State Superintendent of Public Instruction:* CLEMENT T. MALAN
NEA State Director: L. V. PHILLIPS, commissioner, Ind. HS Athletic Assn, Indianapolis

Indiana State Teachers Association
203 Hotel Lincoln, Indianapolis

Organized: December 25, 1854

Annual Meeting (not representative): October 25, 26, 1945, Indianapolis

District Organization: The state is divided into four districts

President 1944-45: L. TALBERT BUCK, head, Social Studies Dept, Bosse HS, Evansville

Executive Secretary: ROBERT H. WYATT [since November 1, 1938]

Field Director: BORDEN R. PURCELL; *Research Director:* B. V. BECHDOLT

Official Organ: The Indiana Teacher. *Managing Editor:* ROBERT H. WYATT

Status of Teachers, Principals, Supervisors: Number 1944-45: 22,800. Average salary 1942-43: \$1606. Average salary, 1944-45, teachers only, reported by state assn: \$1791. Minimum salary law since 1901; present minimum \$1200 [\$150 to \$212.50 monthly]. Tenure law since 1927, not statewide. Joint-contributory statewide teacher retirement law since 1915. \$1200 minimum annuity for all after 35 years.

Membership as of May 31:

Suggested NEA Membership Goals
 For Unification by 1949

	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
ISTA	23569	23793	23280	23023	23294	14441	16587	18733	20879	23023
NEA	9680	10023	10359	12295	13402					

1944: Affiliates 49; *FTA Chapters* 4; *FTA Members* 83; *NEA Life Members* 163

1945: Affiliates 55; *FTA Chapters* 5; *FTA Members* 153; *NEA Life Members* 168

100% Honor Roll 1944: Counties 7; *Cities* 58; *Schools* 735; *STC* 0

100% Honor Roll 1945: Counties 11; *Cities* 66; *Schools* 878; *STC* 0

Five-Year Program: Indiana has adopted Five-Year Program.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Bloomington:</i> GEORGE D. STRAYER, JR.	89	THURMAN B. RICE	67
<i>Crawfordsville:</i> W. NORWOOD BRIGANCE	100	R. WORTH SHUMAKER	65
<i>Fort Wayne:</i> VIRGINIA KINNAIRD	47	Muncie: H. B. ALLMAN	63
<i>Gary:</i> ELIZABETH SCHLEICHER	93	VERNAL H. CARMICHAEL	84
<i>Indianapolis:</i> H. H. ANDERSON	49	South Bend: BETTY CAVENDER	93
HOMER L. CHAILLAUX	65	Terre Haute: GERTRUDE MC COMB	70
L. V. PHILLIPS	11	RALPH N. TIREY	79

IOWA

Area: 56,280 sq. mi. *Population:* 2,538,268. *Counties:* 99. *Towns 2500 or over:* 89
Largest cities 1940: Des Moines 159,819; Sioux City 82,364; Davenport 66,039
Capital: Des Moines. *State Superintendent of Public Instruction:* JESSIE M. PARKER
NEA State Dir: GERALD W. KIRN, prin., Abraham Lincoln Highschool, Council Bluffs

Iowa State Teachers Association
415-16 Shops Building, Des Moines 9

Organized: May 10, 1854, Muscatine

Annual Meeting of Representative Assembly: First Thurs., Fri., Sat., of Nov., Des Moines

District Organization: State is divided into seven districts

President 1944-45: CHARLES F. MARTIN, supt, Jackson County schools, Maquoketa

Vicepresident 1944-45: E. G. KELLEY, highschool principal, Creston

Executive Secretary: AGNES SAMUELSON [since Jan. 1, 1939]

Field Director: LEE H. CAMPBELL

Field Service Representative: L. J. RADTKE

Manager, Iowa Pupils' Reading Circle: JENE J. JACOBS

Official Organ: Midland Schools. *Editor:* W. HENRY GALBRETH. *Consulting Editor:* AGNES SAMUELSON

Status of Teachers, Principals, Supervisors: Number 1944-45: 22,912. Average salary 1941-42: \$1061. Minimum salary law since 1913; present minimum, \$630 to \$810, depending on certificate. Continuing statewide contract law since 1941, public hearing clause added in 1945. Teachers included in joint-contributory statewide public employees retirement system as of January 1, 1946.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
ISTA	23075	22724	21535	20627	22135					
NEA	3762	3821	4003	5110	7351	8213	11316	14419	17522	20627

1944: Affiliates 19; *FTA Chapters* 5; *FTA Members* 89; *NEA Life Members* 79

1945: Affiliates 19; *FTA Chapters* 5; *FTA Members* 125; *NEA Life Members* 81

100% Honor Roll 1944: Counties 1; *Cities* 12; *Schools* 151; *STC* 0

100% Honor Roll 1945: Counties 1; *Cities* 17; *Schools* 156; *STC* 1

Five-Year Program: ISTA executive committee accepted the Five-Year Program.

Iowa will consider amendment to its constitution in fall of 1945.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Cedar Falls: HAROLD G. PALMER . . . 82 *Iowa City:* ERNEST HORN 81
Cedar Rapids: MARJORIE WALTERS . . 87 HARRY K. NEWBURN 89
Des Moines: AGNES SAMUELSON

14, 69, 70, 101

KANSAS

Area: 82,276 sq. mi. *Population:* 1,801,028. *Counties:* 105. *Towns 2500 or over:* 64
Largest cities 1940: Kansas City 121,458; Wichita 114,966; Topeka 67,833; Hutchinson 30,013; Salina 21,073; Leavenworth 19,220; Pittsburg 17,571

Capital: Topeka. *State Superintendent of Public Instruction:* L. W. BROOKS

NEA State Dir: F. L. SCHLAGLE, pres., NEA; supt of schools, Kansas City 16

Kansas State Teachers Association 315 West 10th Street, Topeka

Organized: September 29, 1863, Leavenworth

Annual Meetings: November 2-3, Topeka, Salina, Hays, Dodge City, Wichita, Parsons

President 1944-45: JANE M. CARROLL, professor, Teachers College, Pittsburg

Executive Secretary: C. O. WRIGHT [since Aug. 1, 1941]

Director of Professional Relations: MINTER E. BROWN, Topeka

Treasurer 1944-45: H. W. SCOTT, research director, City Schools, Newton

Official Organ: Kansas Teacher. *Editor:* C. O. WRIGHT. *Associate Editor:* MINTER E. BROWN

Status of Teachers, Principals, Supervisors: Number teachers 1944-45: 17,500. Average salary 1942-43: \$1258. Tenure law since 1937, not statewide. Joint-contributory statewide teacher retirement law since 1941

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
KSTA	17912	17804	15800	15857	16428	1945	1946	1947	1948	1949
NEA	4177	4247	4552	5935	8832	7919	9903	11887	13871	15857

1944: *Affiliates* 36; *FTA Chapters* 7; *FTA Members* 77; *NEA Life Members* 59

1945: *Affiliates* 35; *FTA Chapters* 5; *FTA Members* 52; *NEA Life Members* 70

100% *Honor Roll 1944:* *Counties* 1; *Cities* 74; *Schools* 413; *STC* 5

100% *Honor Roll 1945:* *Counties* 12; *Cities* 103; *Schools* 725; *STC* 6

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Independence:</i> WILLARD J. GRAFF	53	<i>Pittsburg:</i> E. E. STONECIPHER	105
<i>Kansas City:</i> F. L. SCHLAGLE		<i>Topeka:</i> C. M. MILLER	111
10, 11, 12, 14, 28, 43, 47		<i>Wichita:</i> GRATIA BOYLE	94
J. C. SHANKLAND	63		

KENTUCKY

Area: 40,395 sq. mi. *Population:* 2,845,267. *Counties:* 120. *Towns 2500 or over:* 56
Largest cities 1940: Louisville 319,077; Covington 62,018; Lexington 49,304; Paducah
 33,765; Newport 30,631; Owensboro 30,245; Ashland 29,537

Capital: Frankfort (Pop. 11,492). *State Supt of Public Instr:* JOHN FRED WILLIAMS
NEA State Director: RICHARD E. JAGGERS, chief, bureau of instruction, State Department of Education, Frankfort

Kentucky Education Association
 1421 Heyburn Building, Louisville 2

Organized: November 12, 1851, Frankfort. *Further Organized:* 1852, Louisville

Annual Meeting of Delegate Assembly: April, Louisville

District Organization: The state is divided into eleven districts

President, 1944-45: JAMES T. ALTON, Highschool, Vine Grove

First Vicepresident 1944-45: C. W. MARSHALL, supt, Adair County Schools, Columbia

Second Vicepresident, 1944-45: L. C. CURRY, supt of schools, Bowling Green

Executive Secretary-Treasurer: W. P. KING [since December 1, 1933]

Field and Research Secretary: JOHN W. BROOKER

Official Organ: Kentucky School Journal. *Editor:* W. P. KING

Status of Teachers, Principals, Supervisors: Number teachers 1944-45: 17,700. Average salary 1942-43: \$1014. Minimum salary law since 1918; present minimum \$75 per month. Statewide tenure law since 1942. Joint-contributory statewide teacher retirement law since 1940.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
KEA	17520	17515	16277	16202	16487	1945	1946	1947	1948	1949
NEA	3606	4490	4955	5689	7195	7792	9895	11998	14101	16202

1944: *Affiliates* 10; *FTA Chapters* 5; *FTA Members* 109; *NEA Life Members* 65

1945: *Affiliates* 18; *FTA Chapters* 6; *FTA Members* 115; *NEA Life Members* 68

100% *Honor Roll 1944:* *Counties* 28; *Cities* 50; *Schools* 600; *STC* 2

100% *Honor Roll 1945:* *Counties* 41; *Cities* 64; *Schools* 712; *STC* 1

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Lexington:</i> JAMES W. MARTIN	49	<i>Morehead:</i> WILLIAM H. VAUGHAN	79
<i>Louisville:</i> E. W. JACOBSEN	43	<i>Shelbyville:</i> MRS. W. C. RAY	10
HILDA THRELKELD	96		

"Lift where you stand."

LOUISIANA

Area: 48,523 sq. mi. *Population:* 2,363,880. *Parishes:* 64. *Towns 2500 or over:* 54
Largest cities 1940: New Orleans 494,537; Shreveport 98,167; Baton Rouge 34,719;
 Monroe 28,309; Alexandria 27,066; Lake Charles 21,207; Lafayette 19,210
Capital: Baton Rouge. *State Superintendent of Public Education:* JOHN E. COXE
NEA State Dir: L. P. TERREBONNE, supt of schools, Labuave Ave., Plaquemine

Louisiana Teachers Association
 418 Florida Street, Baton Rouge

Organized: December 23, 1892, Alexandria

Annual Meeting of Representative Assembly: November. Rotated among cities able to entertain convention

District Organization: State is divided into eight districts, each represented by a member on the executive council elected by LTA members in respective districts

President 1944-45: SUE S. KEELLEN, prin., Zwolle Highschool, Zwolle

Executive Secretary: H. W. WRIGHT [since August 17, 1939]

Treasurer 1944-45: HAZEL L. UTER, Baton Rouge

Official Organ: Louisiana Schools. *Managing Editor:* H. W. WRIGHT

Status of Teachers, Principals, Supervisors: Number 1944-45: 14,500. Average salary 1942-43: \$1149. Statewide tenure law since 1936, outside of New Orleans where there is a separate system. Joint-contributory statewide retirement law since 1936.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
LTA	11300	11500	11100	10292	10298	1945	1946	1947	1948	1949
NEA	1856	1961	2274	2080	4138	3722	5364	7006	8648	10292

1944: *Affiliates* 9; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 52

1945: *Affiliates* 9; *FTA Chapters* 1; *FTA Members* 24; *NEA Life Members* 51

100% *Honor Roll* 1944: *Counties* 9; *Schools* 122; *STC* 0

100% *Honor Roll* 1945: *Counties* 15; *Schools* 217; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Baton Rouge:</i> SUE HEFLEY.....	66	<i>New Orleans:</i> MRS. CAMILLA BEST...	110
<i>Greenwood:</i> D. D. SHELBY.....	10	AMY HINRICHS	68
		JENNIE ROCH	52

"History is made by persons who are not afraid of new things."

MAINE

Area: 33,215 sq. mi. *Population:* 847,226. *Counties:* 16. *Towns 2500 or over:* 26
Largest cities 1940: Portland 73,643; Lewiston 38,598; Bangor 29,822; Auburn
 19,817; Biddeford 19,790; Augusta 19,360; Waterville 16,688

Capital: Augusta. *State Commissioner of Education:* HARRY V. GILSON

NEA State Director: LINWOOD J. KELLY, prin., Lewiston Highschool, Lewiston

Maine Teachers' Association

14 Western Ave., Augusta

Organized: 1859. Later *Organized:* 1867 as Maine Educational Association; 1880 as Maine Pedagogical Society; December 30, 1902, Waterville, as Maine Teachers Association

Annual Meeting of Representative Assembly: Third Thurs. and Fri. of Oct., alternating in Portland, Bangor, and Lewiston. October 25, 1945, Bangor

District Organization: 61 local organizations

President 1944-45: MRS. GRACE L. DODGE, Boothbay Center Grammar School, Boothbay

First Vicepresident 1944-45: MILTON B. LAMBERT, principal, Highschool, Houlton

Second Vicepresident 1944-45: ARTHUR HAUCK, president, University of Maine, Orono

Executive Secretary-Treasurer: CLYDE RUSSELL [since June 15, 1945]

Official Organ: Maine Teacher's Digest. *Editor:* CLYDE RUSSELL

Status of Teachers, Principals, Supervisors: Number 1944-45: 6100. Average salary 1942-43: \$1031. Minimum salary law since 1943; present minimum \$1000. Joint-contributory statewide teacher retirement law since 1924.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
MTA	6256	6413	6100	6266	6162	1945	1946	1947	1948	1949
NEA	1661	1757	1620	2042	2358	2887	3732	4577	5422	6266

1944: Affiliates 22; FTA Chapters 3; FTA Members 107; NEA Life Members 49

1945: Affiliates 20; FTA Chapters 3; FTA Members 88; NEA Life Members 50

100% Honor Roll 1944: Counties 0; Cities 9; Schools 139; STC 2

100% Honor Roll 1945: Counties 1; Cities 15; Schools 168; STC 1

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Augusta: CLYDE RUSSELL..... 53 *Houlton:* ROY M. HAYS..... 65

A popular government without popular information or the means of acquiring it is but the prolog to a farce or a tragedy, or perhaps both.

—JAMES MADISON

MARYLAND

Area: 10,577 sq. mi. *Population:* 1,821,244. *Counties:* 23. *Towns 2500 or over:* 24
Largest cities 1940: Baltimore 859,100; Cumberland 39,483; Hagerstown 32,491;
 Frederick 15,802; Salisbury 13,313; Annapolis 13,069; Cambridge 10,102

Capital: Annapolis. *State Superintendent of Schools:* T. G. PULLEN, JR., 1111 Lexington Building, Baltimore

NEA State Director: EUGENE W. PRUITT, county superintendent of schools, Frederick

Maryland State Teachers' Association
 1005 N. Charles Street, Baltimore 1

Organized: 1866

Annual Meeting of Representative Assembly: Second week in October, usually in Baltimore

President 1944-45: JOHN H. FISCHER, assistant supt of schools, Baltimore City

Executive Secretary: MILSON C. RAVEN [since December 1, 1944]

Treasurer 1944-45: CHARLES W. SYLVESTER, director of vocational education, Board of Education, 3 East 25th St., Baltimore

Official Organ: The Maryland Teacher. *Editor:* MILSON C. RAVEN

Status of Teachers, Principals, Supervisors: Number 1944-45: 9000. Average salary 1942-43: \$1786. Minimum salary law since 1904; present minimum \$1300, effective July 1, 1945. Statewide tenure law since 1916. Joint-contributory statewide teacher retirement law since 1927, outside of Baltimore where there is a separate system.

Membership as of May 31:					Suggested NEA Membership Goals				
1941	1942	1943	1944	1945	For Unification by 1949				
MSTA 3550	3700	4200	5051	4500	1945	1946	1947	1948	1949
NEA 1475	1434	1529	3148	3603	3529	3910	4291	4672	5051

1944: *Affiliates* 7; *FTA Chapters* 3; *FTA Members* 47; *NEA Life Members* 61

1945: *Affiliates* 8; *FTA Chapters* 3; *FTA Members* 60; *NEA Life Members* 64

100% *Honor Roll 1944:* *Counties* 4; *Cities* 0; *Schools* 210; *STC* 0

100% *Honor Roll 1945:* *Counties* 7; *Cities* 0; *Schools* 283; *STC* 0

Five-Year Program: Delegate Assembly on October 21, 1944, went on record as favoring the all-inclusive membership with dues deducted from payroll. Details will be arranged later.—Eugene W. Pruitt, NEA State Director, November 2, 1944.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Baltimore:</i> LOUIS R. BURNETT 67	<i>College Park:</i> ARNOLD JOYAL 81
EARLE T. HAWKINS 53, 98	ADELE STAMP 96

MASSACHUSETTS

Area: 8257 sq. mi. *Population:* 4,316,721. *Counties:* 14. *Towns 2500 or over:* 122
Largest cities 1940: Boston 770,816; Worcester 193,694; Springfield 149,554; Fall
 River 115,428; Cambridge 110,879; New Bedford 110,341; Somerville 102,177;
 Lowell 101,389; Lynn 98,123; Lawrence 84,323; Quincy 75,810; Newton 69,873
Capital: Boston. *State Commissioner of Education:* JULIUS E. WARREN
NEA State Dir: EVERETT J. MC INTOSH, ind. arts instr., 62 Front Street, Weymouth

Massachusetts Teachers Federation *14 Beacon Street, Boston*

Organized: February 18, 1911

Annual Meeting of House of Delegates: Third Saturday in April, Boston.

President 1945-46: ETHEL R. COLMAN, teacher, Chestnut Street School, Springfield

Secretary: HUGH NIXON [since September 1, 1930]

Research Secretary: HERBERT BLAIR

Official Organ: The Massachusetts Teacher. *Editor:* HUGH NIXON

Status of Teachers, Principals, Supervisors: Number 1944-45: 24,190. Average salary
 1942-43: \$2225. Minimum salary law since 1918; present minimum \$1000. State-
 wide tenure law since 1914. Joint-contributory statewide teacher retirement law
 since 1914, outside Boston where there is a separate system.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
MTF	21000	21000	20500	20000	21000					
NEA	7632	6841	4523	4391	5001	7514	10635	13757	16879	20000

1944: *Affiliates* 94; *FTA Chapters* 1; *FTA Members* 27; *NEA Life Members* 121

1945: *Affiliates* 80; *FTA Chapters* 2; *FTA Members* 44; *NEA Life Members* 120

100% *Honor Roll* 1944: *Counties* 0; *Cities* 4; *Schools* 180; *STC* 0

100% *Honor Roll* 1945: *Counties* 0; *Cities* 7; *Schools* 218; *STC* 0

Five-Year Program: MTF Board of Directors endorsed principle Mar. 10, 1945.

NEA and Department Officers and Committee Members

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<i>Boston:</i> W. LINWOOD CHASE.....	102	<i>Cambridge:</i> JAMES BRYANT CONANT.....	43
HELEN E. CLEAVES.....	83	MARY ELIZABETH O'CONNOR.....	101
MARY GUYTON.....	101	HOWARD E. WILSON	102
<i>Brighton:</i> JULIA E. SULLIVAN.....	69	<i>Dorchester:</i> ELIZABETH SPARGO	92
<i>Brookline:</i> RAYMON W. ELDRIDGE....	87	<i>Framingham:</i> DEBORAH RUSSELL....	104
WILFRED H. RINGER.....	98	<i>Weymouth:</i> EVERETT J. MC INTOSH..	70
MRS. CAROLINE R. SIEBENS.....	66	<i>Worcester:</i> PERCY F. MARSAW.....	82

MICHIGAN

Area: 58,216 sq. mi. *Population:* 5,256,106. *Counties:* 83. *Towns 2500 or over:* 125
Largest cities 1940: Detroit 1,623,452; Grand Rapids 164,292; Flint 151,543; Saginaw
 82,794; Lansing 78,753; Pontiac 66,626; Dearborn 63,584; Kalamazoo 54,097
Capital: Lansing; *State Superintendent of Public Instruction:* EUGENE B. ELLIOTT
NEA State Director: ERNEST GIDDINGS, 2127 College S. E., Grand Rapids

Michigan Education Association
 935 N. Washington Ave., Lansing 2

Organized: October 12, 1852, Ypsilanti

Annual Meeting of Representative Assembly: None held in 1945

District Organization: The state is divided into 8 regions and 106 MEA districts

President 1944-45: EDGAR F. DOWN, superintendent of schools, Ferndale

Vicepresident 1944-45: THOMAS BABCOCK, teacher, Mt. Clemens

Executive Secretary-Treasurer: A. J. PHILLIPS [since January 1936]

Director of Field Service: WESLEY E. THOMAS

Official Organ: Michigan Education Journal. *Editor:* ARTHUR H. RICE

Status of Teachers, Principals, Supervisors: Number 1944-45: 33,750. Average salary
 1942-43: \$1843. Optional tenure law since 1937, not statewide. Joint-contributory
 statewide teacher retirement law since 1937, outside of Detroit where there is a
 separate system.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
MEA	34600	31958	30749	30407	30750					
NEA	7999	7299	6944	6595	8092	11357	16119	20881	25643	30407

1944: *Affiliates* 32; *FTA Chapters* 1; *FTA Members* 23; *NEA Life Members* 120

1945: *Affiliates* 36; *FTA Chapters* 2; *FTA Members* 56; *NEA Life Members* 128

100% *Honor Roll 1944: Counties* 0; *Cities* 13; *Schools* 110; *STC* 0

100% *Honor Roll 1945: Counties* 0; *Cities* 16; *Schools* 128; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Ann Arbor:</i> MARGUERITE V. HOOD . . .	94	<i>Highland Park:</i> JEAN ARMOUR	
<i>Detroit:</i> VAUGHN S. BLANCHARD . . .	75	MAC KAY	61, 85
LAURENTINE B. COLLINS	53	<i>Kalamazoo:</i> PAUL V. SANGREN	79
RUPERT L. CORTRIGHT	100	<i>Mt. Pleasant:</i> HELEN ELAINE	
STANLEY E. DIMOND	102	STENSON	105
DOROTHEA M. ENGEL	71	<i>Owosso:</i> FRED W. MOORE	104
JOHN J. LEE	91	<i>Royal Oak:</i> J. CONSTANCE KINGAN . . .	63
PAUL T. RANKIN	43	<i>Saranac:</i> MRS. BEULAH S. ADGATE . . .	91
		<i>Ypsilanti:</i> THELMA MC ANDLESS	97

MINNESOTA

Area: 84,068 sq. mi. *Population:* 2,792,300. *Counties:* 87. *Towns 2500 or over:* 78
Largest cities 1940: Minneapolis 492,370; St. Paul 287,736; Duluth 101,065; Rochester
 26,312; St. Cloud 24,173; Winona 22,490; Austin 18,307

Capital: St. Paul. *State Commissioner of Education:* DEAN M. SCHWEICKHARD
NEA State Dir: HERBERT R. PETERSON, East Junior Highschool, Duluth

Minnesota Education Association
 2429 University Avenue, St. Paul 4

Organized: August 27, 1861, Rochester

Annual Meeting of Representative Assembly: Date set by Executive Board—generally late in October or first part of November. Special meetings subject to call

District Organization: The state is divided into eight divisions, each with a representative on the Executive Board

President 1944-45: ELMER A. MUELLER, supervisor, Private Trade Schools, State Department of Education, St. Paul

Executive Secretary-Treasurer: WALTER E. ENGLUND [since March 20, 1937]

Field and Research Secretary: FRED VON BORGERSDODE

Official Organ: Minnesota Journal of Education. *Editor:* WALTER E. ENGLUND. *Managing Editor:* BERNICE DAINARD GESTIE

Status of Teachers, Principals, Supervisors: Number 1944-45: 20,300. Average salary 1942-43: \$1457. [Tenure law since 1927, not statewide.] Continuing contract since 1937. Statewide except it does not apply to cities of the first class which come under the "tenure law." Joint-contributory statewide teacher retirement law since 1931.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
MEA	15785	16059	14601	14470	14630					
NEA	3319	2918	2806	3485	4893	5682	7879	10076	12273	14470

1944: *Affiliates* 25; *FTA Chapters* 3; *FTA Members* 120; *NEA Life Members* 75

1945: *Affiliates* 24; *FTA Chapters* 2; *FTA Members* 66; *NEA Life Members* 77

100% *Honor Roll* 1944: *Counties* 0; *Cities* 4; *Schools* 59; *STC* 1

100% *Honor Roll* 1945: *Counties* 0; *Cities* 13; *Schools* 92; *STC* 2

NEA and Department Officers and Committee Members

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<i>Duluth:</i> CARL LOINING.....	52	<i>St. Paul:</i> OLIVE ALLEN.....	97
<i>Minneapolis:</i> CLARENCE E. BLUME...	98	ALBERT J. CHESLEY.....	67
PRUDENCE CUTRIGHT	43	<i>Wayzata:</i> MRS. MYRTLE HOOPER DAHL	11
HAZEL B. NOHAVEC.....	94		
CARL L. NORDLY.....	75		
W. E. PEIK.....	61		

MISSISSIPPI

Area: 47,716 sq. mi. *Population:* 2,183,276. *Counties:* 82. *Towns 2500 or over:* 48
Largest cities 1940: Jackson 62,107; Meridian 35,481; Vicksburg 24,460; Hattiesburg
 21,026; Greenville 20,892; Laurel 20,598; Biloxi 17,475

Capital: Jackson. *State Superintendent of Education:* J. S. VANDIVER

NEA State Director: H. V. COOPER, supt of schools, Vicksburg

Mississippi Education Association
 219 N. President Street, Jackson 106

Organized: December 1884

Annual Meeting of House of Delegates: Middle weekend in March, Jackson

President 1945-46: LINDSEY O. TODD, president, East Central Junior College, Decatur

Executive Secretary-Treasurer: FLOYD C. BARNES [since July 1, 1944]

Official Organ: Mississippi Educational Advance. *Managing Editor:* FLOYD C. BARNES

Status of Teachers, Principals, Supervisors: Number 1944-45. 15,500. Average salary
 1942-43: \$654. Average salary of teachers 1944-45 as reported by state association:
 \$856. Minimum salary law since 1924; rates superseded by state-aid provisions.
 Joint-contributory statewide teacher retirement law since 1944.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
MEA	8548	8928	8126	8732	8586	1945	1946	1947	1948	1949
NEA	1159	1232	1469	1871	3124	3243	4615	5987	7359	8732

1944: *Affiliates* 1; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 21

1945: *Affiliates* 2; *FTA Chapters* 1; *FTA Members* 27; *NEA Life Members* 22

100% *Honor Roll* 1944: *Counties* 0; *Cities* 20; *Schools* 98; *STC* 0

100% *Honor Roll* 1945: *Counties* 1; *Cities* 31; *Schools* 159; *STC* 2

Five-Year Program: MEA has adopted the Five-Year Program

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Jackson:</i> P. H. EASOM	68	<i>Meridian:</i> H. M. IVY	45
E. R. JOBE	98	<i>Merigold:</i> FRED W. YOUNG	65

*The whole people must take upon themselves the education of the
 whole people and be willing to bear the expense of it.—JOHN ADAMS*

MISSOURI

Area: 69,674 sq. mi. *Population:* 3,784,664. *Counties:* 115. *Towns 2500 or over:* 87
Largest cities 1940: St. Louis 816,048; Kansas City 399,178; St. Joseph 75,711
Capital: Jefferson City [pop. 24,268] *State Superintendent of Schools:* ROY SCANTLIN
NEA State Dir: GRACE RIGGS, Viceprin., Manual High and Voc. School, Kansas City 6

Missouri State Teachers Association
Teachers Building, Columbia

Organized: May 22, 1856, St. Louis

Annual Meeting of Assembly of Delegates: November 7-10, 1945, St. Louis, 1946, Kansas City. Assembly meets on first day of annual convention

District Organization: 9 districts and 200 community associations

President 1944-45: JOE HERNDON, supt of Platte County Schools, Platte City

Secretary-Treasurer: EVERETT KEITH [since July 1, 1941]

Research: T. E. VAUGHAN

Official Organ: School and Community. *Editor:* INKS FRANKLIN

Status of Teachers, Principals, Supervisors: Number 1944-45: 24,310. Average salary 1942-43: \$1253. Average salary of teachers 1944-45 as reported by state association: \$1338. Statewide tenure law since 1943. Continuing contract. Joint-contributory statewide teacher retirement law since 1945.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
MSTA	24895	24616	23130	22784	22860					
NEA	5949	6057	5855	6405	7070	9681	12957	16233	19509	22784

1944: *Affiliates* 22; *FTA Chapters* 6; *FTA Members* 163; *NEA Life Members* 119

1945: *Affiliates* 26; *FTA Chapters* 6; *FTA Members* 179; *NEA Life Members* 113

100% *Honor Roll* 1944: *Counties* 0; *Cities* 12; *Schools* 288; *STC* 2

100% *Honor Roll* 1945: *Counties* 0; *Cities* 24; *Schools* 318; *STC* 3

Five-Year Program: MSTa executive committee on Sept. 30, 1944, adopted principle of the Five-Year Program and developed plans for its achievement within the state.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Cape Girardeau:</i> W. W. PARKER . . .	79	<i>Kansas City:</i> MRS. MARY L. HOLLISTER	69
<i>Clayton:</i> JOHN L. BRACKEN	77	L. A. PINKNEY	54
<i>Columbia:</i> T. W. H. IRION	47	<i>Maryville:</i> JULIAN ALDRICH	102
B. LAMAR JOHNSON	66	OLIVE S. DELUCE	83
LOREN D. REID	100	<i>St. Louis:</i> MARIE ERNST	57, 85
L. E. ZEIGLER	71	NORMAN R. D. JONES	104
<i>Jefferson City:</i> A. F. ELSEA	105	JENNIE WAHLERT	108
		<i>Warrensburg:</i> G. W. DIEMER	79

MONTANA

Area: 147,138 sq. mi. *Population:* 559,456. *Counties:* 56. *Towns 2500 or over:* 23
Largest cities 1940: Butte 37,081; Great Falls 29,928; Billings, 23,261; Missoula
 18,449; Helena 15,056; Bozeman 8665; Kalispell 8245; Miles City 7313
Capital: Helena. *State Supt of Public Instruction:* ELIZABETH IRELAND
NEA State Director: M. P. MOE, exec. secy, Montana Education Association, Helena

Montana Education Association
 403-5 Power Block, Helena

Organized: August 1, 1882, Helena

Annual Meeting, Delegate Assembly: March 17-18, Helena

District Organization: State is divided into five districts

President 1945-46: C. W. BAUM, supt, Elementary School System, Livingston

Vicepresident 1945-46: KENNETH FOWELL, dir. recreation for schools and city, Great Falls

Executive Secretary: M. P. MOE [since August 1, 1933]

Assistant Executive Secretary: EVELYN M. TILLER [since September 1, 1933]

Official Organ: Montana Education. *Managing Editor:* M. P. MOE, *Asst Editor:* A. R. OJA

Status of Teachers, Principals, Supervisors: Number 1944-45: 4694. Average salary 1942-43: \$1326. Average salary of teachers 1944-45 as reported by state association: \$1694. Continuing statewide contract law since 1913. Joint-contributory statewide teacher retirement law since 1937.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
MEA	4645	4561	3268	3655	3655	1945	1946	1947	1948	1949
NEA	499	599	630	882	1136	1437	1992	2547	3102	3655

1944: *Affiliates* 8; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 30

1945: *Affiliates* 13; *FTA Chapters* 1; *FTA Members* 17; *NEA Life Members* 28

100% *Honor Roll* 1944: *Counties* 0; *Cities* 4; *Schools* 12; *STC* 0

100% *Honor Roll* 1945: *Counties* 0; *Cities* 12; *Schools* 22; *STC* 0

Five-Year Program: MEA delegate assembly at its meeting December 15-16, 1944, adopted all-inclusive membership 88-39 to take effect during 1945-46.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Missoula: ERNEST O. MELBY . . . 47, 89, 207

NEBRASKA

Area: 77,237 sq. mi. *Population:* 1,315,834. *Counties:* 93. *Towns 2500 or over:* 36
Largest cities 1940: Omaha 223,844; Lincoln 81,984; Grand Island 19,130; Hastings
 15,145; North Platte 12,429; Scottsbluff 12,057; Fremont 11,862

Capital: Lincoln. *State Superintendent of Public Instruction:* WAYNE O. REED
NEA State Director: PEARL DONOHO, highschool teacher, 3518 Burt Street, Omaha

Nebraska State Education Association 605 S. 14th St., Lincoln

Organized: October 16, 1867, Brownville

Annual Meeting of Delegate Assembly: In Lincoln during December each year

District Organization: The state is divided into six districts

President 1944-45: J. ARTHUR NELSON, prin., Omaha Central Highschool, Omaha

Vicepresident 1944-45: LESLIE NELSON, prin., Highschool, Scottsbluff

Executive Secretary-Treasurer: ARCHER L. BURNHAM [since August 1938]

Field Service Assistant: MERLE A. HAYNES [since September 1944]

Official Organ: Nebraska Education Journal. *Editor:* ARCHER L. BURNHAM. *Assistant Editor:* MAGDALENE CRAFT RADKE. *Assistant Advertising Manager:* RUDOLPH C. FUCHS

Status of Teachers, Principals, Supervisors: Number 1944-45: 13,500. Average salary 1942-43: \$933. Continuing statewide contract law since 1937. Joint-contributory statewide teacher retirement law since 1945.

	Membership as of May 31:					Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
NSEA	12207	11727	10946	11427	11497	1945	1946	1947	1948	1949
NEA	1586	1700	1727	2573	2808	4344	6115	7886	9657	11427

1944: *Affiliates* 7; *FTA Chapters* 1; *FTA Members* 15; *NEA Life Members* 98

1945: *Affiliates* 14; *FTA Chapters* 2; *FTA Members* 73; *NEA Life Members* 95

100% *Honor Roll* 1944: *Counties* 0; *Cities* 12; *Schools* 110; *STC* 1

100% *Honor Roll* 1945: *Counties* 0; *Cities* 23; *Schools* 126; *STC* 2

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Lincoln:</i> CHLOE C. BALDRIDGE	105	GUNNAR HORN	97
<i>Omaha:</i> HOBART M. CORNING	77	CASSIE F. ROYS	87
PEARL DONOHO	57	IVA A. WINTERFIELD	66
FRANK C. HEINISCH	45		

NEVADA

Area: 110,540 sq. mi. *Population:* 110,247. *Counties:* 17. *Towns 2500 or over:* 5
Largest cities 1940: Reno 21,317; Las Vegas 8422; Sparks 5318; Ely 4140; Elko 4094
Capital: Carson City (Pop. 2478). *State Supt of Public Instruction:* MILDRED BRAY
NEA State Director: DWIGHT F. DILTS, secretary, Nevada State Educational Association, Carson City

Nevada State Educational Association
402 West Musser Street, Carson City

Organized: 1888

President 1944-46: ROGER CORBETT, principal, Reno Highschool, Reno

Vicepresident 1944-46: EARL WOOSTER, Reno

Secretary: DWIGHT F. DILTS [parttime]

Treasurer 1944-46: ALICE HALLEY, Ely

Official Organ: Does not have a publication

Status of Teachers, Principals, Supervisors: Number 1944-45: 1000. Average salary 1941-42: \$1644. Continuing statewide contract law since 1929. Joint-contributory statewide teacher retirement law since 1937.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
NSEA	755	840	750	731	720	1945	1946	1947	1948	1949
NEA	711	801	746	759	725	731	731	731	731	731

1944: Affiliates 0; FTA Chapters 0; FTA Members 0; NEA Life Members 5

1945: Affiliates 1; FTA Chapters 0; FTA Members 0; NEA Life Members 5

100% Honor Roll 1944: Counties 3; Cities 7; Schools 55; STC 0

100% Honor Roll 1945: Counties 2; Cities 8; Schools 61; STC 0

"When we look back upon our lives, it is the most difficult things we have done that give us the most satisfaction."

NEW HAMPSHIRE

Area: 9304 sq. mi. *Population:* 491,524. *Counties:* 10. *Towns 2500 or over:* 18
Largest cities 1940: Manchester 77,685; Nashua 32,927; Concord 27,171; Berlin 19,084; Dover 14,990; Portsmouth 14,821; Keene 13,832; Laconia 13,484

Capital: Concord. *State Commissioner of Education:* JAMES N. PRINGLE
NEA State Director: DANIEL W. MAC LEAN, headmaster, Highschool, Berlin

New Hampshire State Teachers' Association
RFD #1, Derry, New Hampshire

Organized: November 1854, Nashua

Annual Meeting of Assembly of Delegates: October 17, Concord. Fall convention, October 18-19, Concord

District Organization: The less than half-dozen district organizations are independent of the state association. Their members are generally members of the NHSTA

President 1944-45: AUGUSTA M. NICHOLS, asst supt of schools, Manchester

Vicepresident 1944-45: FRIEND H. JENKINS, headmaster, Haverhill Academy, Haverhill

Executive Secretary-Treasurer 1944-45: JOHN W. CONDON, R. F. D. 1, Derry [part-time since 1925]

Secretary-Treasurer: CONSTANCE J. TIMLIN, social studies teacher, Concord Highschool, Concord

Official Organ: New Hampshire State Teachers' Association Bulletin. *Editor-in-Chief:* JOHN W. CONDON, Derry

Status of Teachers, Principals, Supervisors: Number 1944-45: 2950. Average salary 1942-43: \$1394. Joint-contributory statewide teacher retirement law 1937; revised and amended 1945.

	Membership as of May 31:					Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
NHSTA	2972	2976	2540	2738	2870	1945	1946	1947	1948	1949
NEA	505	547	455	617	953	1041	1465	1889	2313	2738

1944: *Affiliates* 2; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 16

1945: *Affiliates* 3; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 16

100% *Honor Roll* 1944: *Counties* 0; *Cities* 3; *Schools* 29; *STC* 0

100% *Honor Roll* 1945: *Counties* 0; *Cities* 4; *Schools* 56; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Manchester: JAMES F. O'NEIL 65

"The teacher is selected and licensed for the improvement of society."

NEW JERSEY

Area: 7836 sq. mi. *Population:* 4,160,165. *Counties:* 21. *Towns 2500 or over:* 178
Largest cities 1940: Newark 429,760; Jersey City 301,173; Paterson 139,656; Trenton
 124,697; Camden 117,536; Elizabeth 109,912; Bayonne 79,198

Capital: Trenton. *State Commissioner of Education:* JOHN H. BOSSHART

NEA State Dir: MRS. LELIA BROWN THOMAS, elem teacher, 525 Clifton Ave., Newark

New Jersey Education Association

200 Stacy-Trent Hotel, Trenton

Organized: December 28, 1853

Annual Meeting of Representative Assembly: November 1945, Trenton

District Organization: County meetings planned, October and November

President 1944-45: CHARLES A. PHILHOWER, supv. prin., Junior Highschool, Westfield

Executive Secretary: CHARLES J. STRAHAN [since November 1, 1940]

Public Relations Director: FREDERICK L. HIPPE

Treasurer 1944-45: MRS. A. VIRGINIA ADAMS

Official Organ: New Jersey Educational Review. *Editor:* THOMAS E. ROBINSON

Status of Teachers, Principals, Supervisors: Number 1944-45: 27,500. Average salary
 1942-43: \$2269. Minimum salary law since 1919; present minimum \$1200. State-
 wide tenure law since 1909. Joint-contributory statewide teacher retirement law
 since 1919.

	Membership as of May 31:					Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
NJEA	27868	27729	25430	25700	25448	1945	1946	1947	1948	1949
NEA	7580	7276	7213	8023	8555	11558	15093	18628	22163	25700

1944: *Affiliates* 67; *FTA Chapters* 4; *FTA Members* 180; *NEA Life Members* 175

1945: *Affiliates* 59; *FTA Chapters* 4; *FTA Members* 288; *NEA Life Members* 176

100% *Honor Roll 1944:* *Counties* 0; *Cities* 17; *Schools* 233; *STC* 1

100% *Honor Roll 1945:* *Counties* 0; *Cities* 21; *Schools* 240; *STC* 1

Five-Year Program: NJEA delegate assembly adopted this Program and fourfold membership plan.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Atlantic City:</i> MASON STRATTON	69, 87	A. L. THRELKELD	51
<i>East Orange:</i> GALEN JONES	98	<i>Newark:</i> ALLEN D. BACKUS	82
<i>Elizabeth:</i> G. G. GUDMUNDSON	54	JOHN J. HATCH	82
MRS. MARY D. BARNES	10	WILLIAM LEWIN	107
<i>Metuchen:</i> MILDRED MOSS	92	<i>Summit:</i> ROBERT H. CARLETON	104
<i>Monclair:</i> JOHN E. DUGAN	107	<i>Trenton:</i> ROSCOE L. WEST	49, 79

NEW MEXICO

Area: 121,666 sq. mi. *Population:* 531,818. *Counties:* 31. *Towns 2500 or over:* 22
Largest cities 1940: Albuquerque 35,449; Santa Fe 20,325; Roswell 13,482; Hobbs
 10,619; Clovis 10,065; Las Cruces 8385; Raton 7607; Carlsbad 7116; Gallup 7041
Capital: Santa Fe. *State Supt of Public Instruction:* MRS. GEORGIA L. LUSK
NEA State Dir.: R. J. MULLINS, exec. secy, New Mexico Educational Assn, Santa Fe

New Mexico Educational Association
 114 East Marcy Street, Santa Fe

Organized: 1886

Annual Meeting of Representative Assembly: Santa Fe, October. Dates for District meetings not fixed

President 1945: W. E. KERR, superintendent of schools, Artesia

Vicepresident 1945: GERTRUDE BAYLESS, teacher, East San Jose School, Albuquerque

Executive Secretary: R. J. MULLINS [since January 1, 1938]

Treasurer 1945: R. P. SWEENEY, superintendent of schools, Santa Fe

Official Organ: New Mexico School Review. *Editor and Manager:* R. J. MULLINS

Status of Teachers, Principals, Supervisors: Number 1944-45: 3998. Average salary 1942-43: \$1296. Average salary of teachers 1944-45 as reported by state association: \$1772. Present minimum for qualified teachers as reported by state association: \$1500. Tenure law since 1943; maintains statewide pension plan to which teachers do not contribute.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
NMEA	4346	4704	4018	4224	4224	1945	1946	1947	1948	1949
NEA	630	672	692	1217	1440	1818	2419	3020	3621	4224

1944: Affiliates 4; FTA Chapters 1; FTA Members 27; NEA Life Members 35

1945: Affiliates 7; FTA Chapters 1; FTA Members 42; NEA Life Members 35

100% Honor Roll 1944; Counties 1; Cities 10; Schools 78; STC 0

100% Honor Roll 1945; Counties 2; Cities 12; Schools 80; STC 0

We have faith in education as the foundation of democratic government.

—FRANKLIN D. ROOSEVELT

NEW YORK

Area: 49,576 sq. mi. *Population:* 13,479,142. *Counties:* 62. *Towns 2500 or over:* 203
Largest cities 1940: New York City 7,454,995; Buffalo 575,901; Rochester 324,975
 Syracuse 205,967; Yonkers 42,598; Albany 130,577; Utica 100,518

Capital: Albany. *State Commissioner of Education:* GEORGE D. STODDARD

NEA State Director: MRS. MARGUERITE WELCH, teacher, social studies, 165 Searlwyn Rd, Syracuse

New York State Teachers Association
 152 Washington Avenue, Albany 6

Organized: July 30, 1845, Syracuse

Annual Meeting of House of Delegates: November 19-20, 1945, Syracuse

District Organization: Ten zones

President 1944-45: CHARLES C. WARD, president, State Teachers College, Plattsburg

Executive Secretary: ARVIE ELDRED [since December 1930]

Official Organ: New York State Education. *Editor:* ARVIE ELDRED. *Associate Editor:* ZORAIDA E. WEEKS. *Advertising Manager:* ELIZABETH M. HINE

Status of Teachers, Principals, Supervisors: Number 1944-45: 71,000 (includes 32,098 NYC teachers). Average salary 1942-43: \$2697. Minimum salary law since 1919; present minimum \$1200. Tenure law since 1917, not statewide. Joint-contributory statewide teacher retirement since 1920, outside NYC which has separate system.

	Membership as of May 31:					Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
NYSTA	47743	46818	44000	43000	43500					
NEA	14434	14426	14060	14566	15829	18570	24678	30786	36894	43000

1945: *Affiliates* 83; *FTA Chapters* 2; *FTA Members* 39; *NEA Life Members* 346

100% *Honor Roll* 1945: *Counties* 0; *Cities* 18; *Schools* 269; *STC* 2

NEA and Department Officers and Committee Members

<i>Albany:</i> R. T. CONGDON	Page 52	HARRY A. SCOTT	75
J. CAYCE MORRISON	81	<i>Buffalo:</i> BERNARD A. SHILT	84
GEORGE D. STODDARD	43	PAUL WAMSLEY	65
J. E. WHITCRAFT	84	<i>Flushing, L. I.:</i> MARGARET KIELY	51
HOLLIS L. CASWELL	108	<i>Fredonia:</i> LESLIE R. GREGORY	79
H. LOUISE COTTRELL	49	<i>Freeport, L. I.:</i> JOHN W. DODD	47
FRANK W. CYR	49, 105	<i>Ithaca:</i> HOWARD R. ANDERSON	102
JOHN DEWEY	10	EDMUND E. DAY	43
<i>Bronxville:</i> HOWARD V. FUNK	69	PHILIP G. JOHNSON	104
<i>Brooklyn:</i> N. L. ENGELHARDT	77	RUSSELL H. WAGNER	100
PERRY L. SCHNEIDER	74	<i>Mamaroneck:</i> FLORINE H. ELREY	87

E. S. EVENDEN.....	79	J. WAYNE WRIGHTSTONE.....	81
WILLIAM L. HUGHES.....	75	<i>Oneonta:</i> CHARLES W. HUNT.....	79
ERLING M. HUNT.....	102	<i>Rochester:</i> ALFRED SPOUSE.....	94
GORDON N. MAC KENZIE.....	108	<i>St. Albans, L. I.:</i> MRS. RACHEL EVANS	
MORRIS MEISTER.....	104	ANDERSON	55
ERNEST O. MELBY.....	47, 89	<i>Schenectady:</i> W. HOWARD PILLSBURY..	77
ALONZO F. MYERS.....	47, 89	<i>Syracuse:</i> EMILY A. TARBELL.....	11
LILLA BELLE PITTS.....	94	ROY A. PRICE	102
JAMES T. SHOTWELL.....	55		

NEW YORK CITY

New York City is composed of five boroughs, which with their population as shown in the 1940 census are: Manhattan 1,889,924; Bronx 1,394,711; Brooklyn 2,698,285; Queens 1,297,634; Richmond 174,441; a total of 7,454,995

The schools of the city are in charge of a Board of Education and a Board of Higher Education. In 1944 according to the *World Almanac* the average daily school attendance was 762,460. John E. Wade is superintendent of schools, 110 Livingston St., Brooklyn 2, N. Y.

New York City teachers are not a part of the New York State Teachers Association and there is no one all-inclusive organization of the teachers of the city. New York City organizations affiliated with the NEA are:

Bronx Borowide Assn of Teachers, Inc.	NYC Teachers Welfare League
Brooklyn Teachers Assn.	NYC Voc. HS Teachers Assn
Joint Committee of Teachers Organizations	NY Principals Assn
NYC Assn of Home Making Teachers	NY Univ. Education Assn
NYC Assn of Teachers of Social Studies	Queensboro Teachers Assn
NYC Highschool Principals Assn	Social Education Assn
NYC Highschool Teachers Assn	Staten Island Teachers Assn
NYC Kindergarten-6B Teachers Assn, Inc.	Teachers College Faculty, Columbia
NYC 7th, 8th, 9th Year Women Teachers	Univ., N. Y.
Association	Teachers Union, Local 555
NYC Teachers Assn	Yonkers Teachers Assn
NYC Teachers Assn of Children with Re-	
tarded Development	

Status of Teachers, Principals, Supervisors: Number 1944-45: 32,098. Average salary 1944-45 for elementary and highschool teachers, \$3570. Minimum salary law since 1919. Present minimum, elementary teachers, \$1608. Tenure law since 1917. Joint-contributory teacher retirement law since 1894.

Suggested NEA Membership Goals for Unification by 1949: 1945, 6691; 1946, 11,278; 1947, 15,865; 1948, 20,452; 1949, 25,040.

NORTH CAROLINA

Area: 52,712 sq. mi. *Population:* 3,571,623. *Counties:* 100. *Towns 2500 or over:* 76
Largest cities 1940: Charlotte 100,899; Winston-Salem 79,815; Durham 60,195;
 Greensboro 59,319; Asheville 51,310; Raleigh 46,897; High Point 39,495; Wilmington 33,407

Capital: Raleigh. *State Superintendent of Public Instruction:* CLYDE A. ERWIN
NEA State Director: BERTHA COOPER, highschool teacher, Duke Inn, Elizabeth City

North Carolina Education Association

Box 350, Raleigh

Organized: July 1857, Warrenton. No further attempts until June 16, 1884

Annual Meeting of Delegate Assembly: Date usually set by board of directors in March or April; cancelled this year

District organizations: 6 districts with representatives on board of directors

President 1945-46: MRS. ANNIE LAURIE McDONALD, teacher, Lenoir-Rhyne College, Hickory

Executive Secretary-Treasurer: ETHEL PERKINS [since November 1944]

Field Secretaries: SARAH FOUST, Raleigh, [fulltime to field activity]; ALICE PAULUKAS, Raleigh [parttime given to research work and editorial work on *N. C. Education*]

Advertising Manager: JOHN G. BIKLE

Official Organ: North Carolina Education. *Editor:* ETHEL PERKINS

Status of Teachers, Principals, Supervisors: Number 1944-45: 26,300. Average salary 1942-43: \$1121. Minimum salary law since 1923. Present minimum \$876-1224, depending on certificate. Statewide tenure law since 1941. Joint-contributory statewide teacher retirement law since 1941.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
NCEA	18723	18734	17781	18089	18184					
NEA	2170	2260	3098	6241	8992	8611	10981	13351	15721	18089

1944: *Affiliates* 33; *FTA Chapters* 5; *FTA Members* 84; *NEA Life Members* 65

1945: *Affiliates* 44; *FTA Chapters* 5; *FTA Members* 108; *NEA Life Members* 61

100% *Honor Roll* 1944: *Counties* 4; *Cities* 14; *Schools* 190; *STC* 0

100% *Honor Roll* 1945: *Counties* 4; *Cities* 28; *Schools* 241; *STC* 0

Five-Year Program: The Board of Directors of the North Carolina Education Association has adopted the Five-Point Program in principle.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Chapel Hill:</i> ALBERT COATES	49	<i>Durham:</i> W. FRANK WARREN	77
<i>Charlotte:</i> E. H. GARINGER	10	<i>Raleigh:</i> JOHN R. LUDINGTON	82
		N. C. NEWBOLD	68

NORTH DAKOTA

Area: 70,665 sq. mi. *Population:* 641,935. *Counties:* 53. *Towns 2500 or over:* 12
Largest cities 1940: Fargo 32,580; Grand Forks 20,228; Minot 16,577; Bismarck
 15,496; Jamestown 8790; Devils Lake 6204

Capital: Bismarck. *State Superintendent of Public Instruction:* A. E. THOMPSON

NEA State Director: F. RAY ROGERS, superintendent of schools, Carrington

North Dakota Education Association

525-6 deLendrecie Building, Fargo

Organized: December 28, 1887, Fargo

Annual Meeting of Representative Assembly: At time of state convention in October
 or November (October 24-26, 1945), Bismarck

District Organization: The state is divided into four divisions

President 1944-45: A. C. VAN WYK, superintendent of schools, Bismarck

Vicepresident 1944-45: LEILA EWEN, rural school supervisor, State Teachers College,
 Minot

Executive Secretary-Treasurer: M. E. MC CURDY [since February 15 1923]

Official Organ: North Dakota Teacher. *Editor:* M. E. MC CURDY

Status of Teachers, Principals, Supervisors: Number 1944-45: 6870. Average salary
 1942-43: \$929. Average salary 1944-45 as reported by state assn, \$1171.08. Minimum
 salary law since 1905; present minimum \$675. Joint-contributory statewide teacher
 retirement law since 1913

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
NDEA	4637	4778	4670	4780	5535	1945	1946	1947	1948	1949
NEA	740	872	1036	1375	2729	2056	2737	3418	4099	4780

1944: Affiliates 1; FTA Chapters 2; FTA Members 27; NEA Life Members 37

1945: Affiliates 5; FTA Chapters 2; FTA Members 31; NEA Life Members 40

100% Honor Roll 1944: Counties 0; Cities 21; Schools 73; STC 3

100% Honor Roll 1945: Counties 0; Cities 56; Schools 161; STC 4

Five-Year Program: The representative assembly of the NDEA passed a resolution
 favoring the unified professional fee. Details still to be worked out.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Fargo:</i> M. E. MC CURDY.....	10	ADELINE STEVENSON.....	92
VIVIAN D. MERO.....	92	B. C. B. TIGHE.....	66

OHIO

Area: 41,222 sq. mi. *Population:* 6,907,612. *Counties:* 88. *Towns 2500 or over:* 186
Largest cities 1940: Cleveland 878,336; Cincinnati 455,610; Columbus 306,087;
 Toledo 282,349; Akron 244,791; Dayton 210,718; Youngstown 167,720; Canton
 108,401; Springfield 70,662; Lakewood 69,160; Cleveland Heights 54,992; Ham-
 ilton 50,592

Capital: Columbus. *State Superintendent of Public Instruction:* KENNETH C. RAY
NEA State Dir: HELEN BRADLEY, elem. prin., Guilford School, 2401 Salutaris,
 Cincinnati

H. C. ROBERSON, asst prin., South Highschool, Lima

Ohio Education Association
 213-215 E. Broad St., Columbus 15

Organized: December 31, 1847

Annual Meeting of Representative Assembly: Usually in December, Columbus

District Organization: Six district associations, autonomous in operations but linked
 with OEA thru constitutional specifications

President 1944-45: A. O. MATHIAS, Withrow Highschool, Cincinnati

Vicepresident 1944-45: JOHN J. YOUNG, supt of schools, Rocky River

Executive Secretary-Treasurer: WALTON B. BLISS [since January 1, 1935]

Public Relations Secretary: BERNARD I. GRIFFITH

Research Secretary: B. A. STEVENS

Official Organ: Ohio Schools. *Editor:* HOBART H. BELL. *Contributing Editor:* WALTON
 B. BLISS

Status of Teachers, Principals, Supervisors: Number 1944-45: 40,000. Average salary
 1942-43: \$1881. Average salary, 1943-44, teachers only, reported by state assn: \$1770.
 Statewide tenure law since 1941. Joint-contributory statewide teacher retirement
 law since 1920.

Membership as of May 31:					Suggested NEA Membership Goals					
	1941	1942	1943	1944	1945	For Unification by 1949				
OEA	40050	40061	38250	37541	38778	1945	1946	1947	1948	1949
NEA	18719	18777	18165	21602	24578	24790	27978	31166	34354	37541

1944: *Affiliates* 74; *FTA Chapters* 4; *FTA Members* 79; *NEA Life Members* 434

1945: *Affiliates* 75; *FTA Chapters* 6; *FTA Members* 175; *NEA Life Members* 433

100% *Honor Roll* 1944: *Counties* 6; *Cities* 136; *Schools* 915; *STC* 0

100% *Honor Roll* 1945: *Counties* 13; *Cities* 147; *Schools* 1028; *STC* 4

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Alliance:</i> B. F. STANTON.....	10	CORDE PECK.....	107
<i>Cincinnati:</i> L. A. PECHSTEIN.....	51	J. LEON RUDDICK.....	94
ANNE SUTHERLAND.....	63	<i>Columbus:</i> ARTHUR J. KLEIN.....	79
<i>Cleveland:</i> MARGARET CLEAVELAND..	66	WILLIAM E. WARNER.....	83
ALFRED HOWELL.....	83	<i>Dayton:</i> MRS. HELEN GIBBS.....	10
ALLEN Y. KING.....	102	<i>Kenton:</i> FRANK C. RANSELL.....	105
CHARLES H. LAKE.....	43, 77	<i>Shaker Heights:</i> FLORENCE GABRIEL..	87
MRS. IRENE MC ANERNEY.....	107	<i>Toledo:</i> RUTH A. SANGER.....	90
H. CLAY MC GUFFEY.....	54	MRS. GLADYS SIMONDS.....	49
NATHAN NEAL.....	104		

It is the member of a regiment, the wearer of a uniform, to whom the cause is precious. So it should be with us soldiers of knowledge. We are members of a growing brotherhood, and do not teach as solitary adventurers. . . . Since, then, we cannot each be a whole, let us join a whole, and so attain that dignity, that superiority to our own detached selves, which comes only thru whole-hearted loyalty to our profession.

—GEORGE HERBERT PALMER

THE NEED for leaders exists wherever men aspire to be civilized. No democratic order can long survive without men and women of high purpose and integrity devoting themselves to the common welfare. Without leaders no school can maintain a noble spirit and high ideals of character and personal attainment. Without leaders industry stagnates and agriculture languishes. Without leaders the practice of law loses its character as public service and lawyers become the hirelings of special privilege. Without leaders education degenerates into petty drill and lesson-hearing. Even the church without inspired and able leaders becomes commonplace. Leadership or chaos—these are the alternatives. And leadership must awaken anew with each generation if the human race is to go forward. Humanity will always make a place for real leadership.—From PGL 41 "Learning To Be a Leader."

OKLAHOMA

Area: 69,919 sq. mi. *Population:* 2,336,434. *Counties:* 77. *Towns 2500 or over:* 74
Largest cities 1940: Oklahoma City 204,424; Tulsa 142,157; Muskogee 32,332; Enid 28,081; Shawnee 22,053; Lawton 18,055; Ardmore 16,886; Ponca City 16,794; Bartlesville 16,267; Okmulgee 16,051

Capital: Oklahoma City: *State Superintendent of Public Instruction:* A. L. CRABLE
NEA State Dir: MRS. D. EDNA CHAMBERLAIN, teacher, Tulsa Public Schools, Tulsa

Oklahoma Education Association
 308 Key Building, Oklahoma City 2

Organized: October 19, 1889, Guthrie

Annual Meeting of Representative Assembly: Feb. 15-16, Oklahoma City

District Organization: The state is divided into nine districts each represented by a member on the Board of Directors

President 1945-46: G. T. STUBBS, supt of schools, Durant

Vicepresident 1945-46: HARRY HUSTON, supt of schools, Blackwell

Executive Secretary: C. M. HOWELL [since Aug. 15, 1923]

Assistant Secretary: LULA G. WHITENACK

Treasurer 1945-46: JOHN G. MITCHELL, supt of schools, Seminole

Official Organ: Oklahoma Teacher. *Editor:* C. M. HOWELL. *Assistant Editor:* ROXIE J. ADAMS

Status of Teachers, Principals, Supervisors: Number 1944-45: 17,500. Average salary 1942-43: \$1270. Minimum salary law since 1939; present minimum \$630. Joint-contributory statewide teacher retirement law since 1944.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
OEA	18208	18140	15699	15401	14690	1945	1946	1947	1948	1949
NEA	1844	1763	2262	3554	4151	5923	8292	10661	13030	15401

1944: *Affiliates* 16; *FTA Chapters* 3; *FTA Members* 32; *NEA Life Members* 58

1945: *Affiliates* 17; *FTA Chapters* 6; *FTA Members* 99; *NEA Life Members* 64

100% *Honor Roll 1944:* *Counties* 1; *Cities* 14; *Schools* 110; *STC* 1

100% *Honor Roll 1945:* *Counties* 0; *Cities* 21; *Schools* 145; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Enid:</i> EUGENE S. BRIGGS	89	<i>Tulsa:</i> MRS. D. EDNA CHAMBERLAIN . .	70
<i>Muskogee:</i> KATE FRANK	47	ONA C. RAINES	85
<i>Oklahoma City:</i> ELMER PETREE	105	LINNIE B. WILSON	54

OREGON

Area: 96,981 sq. mi. *Population:* 1,089,684. *Counties:* 36. *Towns 2500 or over:* 34
Largest cities 1940: Portland 305,394; Salem 30,908; Eugene 20,838; Klamath Falls
 16,497; Medford 11,281; Astoria 10,389; Bend 10,021

Capital: Salem. *State Superintendent of Public Instruction:* REX PUTNAM

NEA State Director: MARIE A. LESSING, elem. prin., 2349 N. E. 17th Ave., Portland

Oregon State Teachers Association

601-3 Studio Building, Portland 5

Organized: Nov. 1-3, 1899, La Grande (Eastern Division)

December 27-29, 1899, Salem (Western Division)

Annual Meeting, Representative Council: December 1, 2, 1944, Portland

President 1945-46: J. W. POYNTER, supt of schools, Hillsboro

Vicepresident 1945-46: UNA B. INCH, rural school supervisor, Jackson County,
 Medford

Executive Secretary: FRANK W. PARR [since June 1, 1942]

Research and Field Service Director: R. F. HAWK

Director of Placement: LILLIAN VAN LOAN

Official Organ: Oregon Education Journal: *Editor:* ELEANOR TONSING HULBERT

Manager: MORRIS L. SEARCY

Status of Teachers, Principals, Supervisors: Number 1944-45: 8000. Average salary
 1942-43: \$1532. Average salary of teachers 1944-45 as reported by state association:
 \$1883. Minimum salary law since 1919; present minimum \$1200 for term of nine
 months; teacher tenure since 1913, not statewide. Joint-contributory statewide
 teacher retirement since 1945 (not operative until July 1946).

Membership as of May 31:					Suggested NEA Membership Goals				
1941	1942	1943	1944	1945	For Unification by 1949				
OSTA 5903	6081	6100	7500	6625	1945	1946	1947	1948	1949
NEA 2599	2525	2589	4383	6671	5006	5629	6252	6875	7500

1944: *Affiliates* 8; *FTA Chapters* 1; *FTA Members* 19; *NEA Life Members* 62

1945: *Affiliates* 7; *FTA Chapters* 1; *FTA Members* 8; *NEA Life Members* 64

100% *Honor Roll 1944:* *Counties* 0; *Cities* 12; *Schools* 131; *STC* 2

100% *Honor Roll 1945:* *Counties* 4; *Cities* 54; *Schools* 526; *STC* 2

Five-Year Program: Representative assembly put united state and national dues
 into effect during school year 1944-45.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Portland: MRS. RUTH M. FOREST 90 *La Grande:* ROSEN J. MAASKE 74
 HUGH STOUT 54 *Vanport City:* LAURA E. KELLAR 87

PENNSYLVANIA

Area: 45,333 sq. mi. *Population:* 9,900,180. *Counties:* 67. *Towns 2500 or over:* 355
Largest cities 1940: Philadelphia 1,931,334; Pittsburgh 671,659; Scranton 140,404;
 Erie 116,955; Reading 110,568; Allentown 96,904; Wilkes-Barre 86,236; Harris-
 burg 83,893; Altoona 80,214

Capital: Harrisburg. *State Superintendent of Public Instruction:* FRANCIS B. HAAS
NEA State Directors: HARVEY E. GAYMAN, exec. secy, Pa. Education Assn., 400 North
 Third Street, Harrisburg; MABEL STUDEBAKER, 426 East Tenth Street, Erie

Pennsylvania State Education Association
400 North Third Street, Harrisburg

Organized: December 1852

Annual meeting: Harrisburg in late December each year

President: C. HERMAN GROSE, superintendent of schools, Erie

Vicepresident: J. WILLARD NEWTON, teacher of mathematics, Ambridge

Executive Secretary: HARVEY E. GAYMAN [since March 1, 1939]

Field Secretary: RAYMOND C. WEBSTER

Research Secretary: A. CLAIR MOSER

Official Organ: Pennsylvania School Journal. *Editor:* HARVEY E. GAYMAN. *Asst Editor:*
 M. ELIZABETH MATTHEWS

Status of Teachers, Principals, Supervisors: Number 1944-45: 59,983. Average salary:
 \$1745. Minimum salary law since 1903; minimum beginning 1945-46, \$1400.
 Statewide teacher tenure law since 1937. Teacher retirement since 1919.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
PSEA	56695	56352	54192	53748	53077	1945	1946	1947	1948	1949
NEA	20902	21853	22426	26285	31571	31778	37271	42764	48257	53748

1944: *Affiliates* 85; *FTA Chapters* 2; *FTA Members* 43; *NEA Life Members* 399

1945: *Affiliates* 99; *FTA Chapters* 5; *FTA Members* 125; *NEA Life Members* 393

100% *Honor Roll* 1944: *Counties* 10; *Cities* 79; *Schools* 1155; *STC* 5

100% *Honor Roll* 1945: *Counties* 15; *Cities* 100; *Schools* 1560; *STC* 5

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Carbondale:</i> MARY B. MC ANDREW	101	J. Y. SHAMBACH	52
<i>Erie:</i> C. HERMAN GROSE	59	<i>Indiana:</i> IRVING CHIEYETTE	94
MABEL STUDEBAKER	12, 43, 85	<i>Philadelphia:</i> JOHN H. BRODHEAD	68
<i>Harrisburg:</i> PAUL L. CRESSMAN	111	WILLIAM F. MEREDITH	75

LT. MIRIAM D. PAULS.....	93	HUGH C. MULDOON.....	104
A. J. STODDARD.....	43	<i>Reading:</i> THOMAS H. FORD.....	66
<i>Pittsburgh:</i> HENRY H. HILL.....	49, 77	<i>State College:</i> MARION R. TRABUE....	49
SPAHR HULL.....	107		

ABUNDANT LIFE

*To gain abundant life, the Scriptures say,
 We first must lose it in some higher plan.
 This age-old principle holds good today;
 'Twill work with nations, just as well as man.
 For unity the states surrendered rights
 And founded here a nation, strong and brave.
 Today much blood is shed and man still fights
 And gives his life into an early grave.
 So that his sacrifice be not in vain,
 Let then each sovereign nation lose its life
 In worldwide union where it will regain
 Its life a hundredfold. No longer strife
 Will weaken and divide, but unity
 Will give abundant life, our destiny!*

—EVELYN A. CAREY

RHODE ISLAND

Area: 1214 sq. mi. *Population:* 713,346. *Counties:* 5. *Towns 2500 or over:* 19
Largest cities 1940: Providence 253,504; Pawtucket 75,797; Woonsocket 49,303;
 Cranston 47,085; East Providence 32,165; Newport 30,532; Warwick 28,757
Capital: Providence. *State Director of Education:* JAMES F. ROCKETT
NEA State Director: JAMES F. ROCKETT, State Director of Education, Providence

Rhode Island Institute of Instruction

Organized: January 28, 1845

President 1944-45: MARY M. LEE, director of training, Rhode Island College of Education, Providence

Vicepresidents 1944-45: FRANCESCA DE S. COSGROVE, Providence; MARY J. MC KITCHEN, Pawtucket; DOROTHY M. STEWART, Barrington; MICHAEL F. WALSH, Newport; DONALD W. DUNNAN, South Kingstown; GEORGE ANDREWS, West Warwick

Secretary: RAYMOND J. BETAGH, Woonsocket Highschool, Woonsocket [parttime]

Assistant Secretary: CHARLES W. AMABLE, Providence

Treasurer 1944-45: WILLIAM O. HOLDEN, Pawtucket

Official Organ: Quarterly Journal. *Editor:* MARIE R. HOWARD. *Associate Editor:* JAMES F. ROCKETT. *Business Manager:* WILLIAM O. HOLDEN. *Art Editor:* PETER DOLEY
Photographic Editor: JOHN G. READ. Eleven editorial staff members.

Status of Teachers, Principals, Supervisors: Number 1944-45: 3884. Average salary 1942-43: \$1944. Minimum salary law since 1909; present minimum \$650. Maintains statewide pension plan to which teachers do not contribute.

	Membership as of May 31:					Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
RIII	4346	4346	4346	4200	3884	1945	1946	1947	1948	1949
NEA	399	387	276	623	385	1338	2053	2768	3483	4200

1944: *Affiliates* 2; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 14

1945: *Affiliates* 5; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 16

100% *Honor Roll 1944:* *Counties* 0; *Cities* 1; *Schools* 14; *STC* 0

100% *Honor Roll 1945:* *Counties* 0; *Cities* 1; *Schools* 11; *STC* 0

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Providence: REGINA E. SMITH 85

SOUTH CAROLINA

Area: 31,055 sq. mi. *Population:* 1,899,804. *Counties:* 46. *Towns 2500 or over:* 50
Largest cities 1940: Charleston 71,275; Columbia 62,396; Greenville 34,734; Spartan-
 burg 32,249; Anderson 19,424; Florence 16,054; Sumter 15,874; Rock Hill 15,009
Capital: Columbia. *State Superintendent of Education:* JAMES H. HOPE
NEA State Director: S. DAVID STONEY, prin., Bennett School, Charleston 6

South Carolina Education Association
 1510 Gervais Street, Columbia 5

Organized: July 12, 1850, Columbia

Annual Meeting, Council of Delegates: Determined by Executive Committee

District Organization: State is divided into six congressional districts

President 1944-45: RUTH WILLIAMS, Winthrop College, Rock Hill

Vicepresident 1944-45: PAUL M. DORMAN, supt of schools, Fairforest

Secretary-Treasurer: J. P. COATES [since September 1, 1925]

Official Organ: South Carolina Education. *Editor and Business Mgr:* J. P. COATES

Status of Teachers, Principals, Supervisors: Number 1944-45: 15,192. Average salary

1942-43: \$902. State aid salary law since 1909; present schedule minimum \$934.

Continuing statewide contract law since 1937. Joint-contributory statewide teacher retirement law since July 1, 1945.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
SCEA 10044	9878	9521	9359	8504		1945	1946	1947	1948	1949
NEA 1894	2508	2922	3549	4164		4711	5873	7035	8197	9359

1944: *Affiliates* 15; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 24

1945: *Affiliates* 14; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 24

100% *Honor Roll* 1944: *Counties* 2; *Cities* 28; *Schools* 154; *STC* 0

100% *Honor Roll* 1945: *Counties* 4; *Cities* 34; *Schools* 222 *STC* 0

Five-Year Program: The executive committee of the SCEA, which has the authority to transact all business of the Association between conventions, has endorsed the Five-Year Program.—J. P. Coates, secretary, April 6, 1945.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Beaufort: MRS. W. L. CARSON 70 *Rock Hill:* RUTH M. WILLIAMS 68
Columbia: A. C. FLORA 43

SOUTH DAKOTA

Area: 77,047 sq. mi. *Population:* 642,961. *Counties:* 69. *Towns 2500 or over:* 19
Largest cities 1940: Sioux Falls 40,832; Aberdeen 17,015; Rapid City 13,844; Huron
 10,843; Mitchell 10,633; Watertown 10,617; Lead 7520; Yankton 6798
Capital: Pierre (Pop. 4322). *State Supt of Public Instruction:* J. F. HINES
NEA State Dir: FRANK GELLERMAN, field secretary, SDEA

South Dakota Education Association
 218 S. Main Ave., Sioux Falls

Organized: 1884

Annual Meeting, Delegate Assembly: Fall

District Organization: State is divided into four districts, whose biennial meetings will be held in November 1945 at Sioux Falls, Watertown, Pierre, and Deadwood

President 1944-45: W. MARVIN KEMP, supt of schools, Belle Fourche

Vicepresident 1944-45: GENEVIEVE ARNTZ, county supt of schools, Aberdeen

Executive Secretary: S. B. NISSEN [since July 1, 1939]

Office Secretary: WYNONA B. SCHMIDT

Treasurer 1944-45: DWIGHT D. MILLER, superintendent of schools, Watertown

Official Organ: South Dakota Education Association Journal. *Editor:* S. B. NISSEN

District Presidents 1944-45

Central District: M. J. EMERSON, supervisor, secondary education, Pierre

Northeast District: FRANK GELLERMAN, former supt of schools, Webster

Southeast District: L. T. UELCKER, superintendent of schools, Vermillion

Western District: LILLIAN SCHIAFER, teacher, Rapid City

Status of Teachers, Principals, Supervisors: Number 1944-45: 7500. Average salary 1942-43: \$1047. Joint-contributory statewide teacher retirement law since July 1, 1945.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
SDEA	7210	7323	6635	7063	6906	1945	1946	1947	1948	1949
NEA	661	737	690	1038	1199	2244	3450	4656	5862	7068

1944: *Affiliates* 13; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 29

1945: *Affiliates* 14; *FTA Chapters* 2; *FTA Members* 31; *NEA Life Members* 30

100% *Honor Roll 1944:* *Counties* 0; *Cities* 10; *Schools* 43; *STC* 1

100% *Honor Roll 1945:* *Counties* 1; *Cities* 16; *Schools* 55; *STC* 1

*Human progress thruout the ages has depended
 on people who did more than their share.*

TENNESSEE

Area: 42,246 sq. mi. *Population:* 2,915,841. *Counties:* 95. *Towns 2500 or over:* 57
Largest cities 1940: Memphis 292,942; Nashville 167,402; Chattanooga 128,163;
 Knoxville 111,580; Jackson 24,332; Johnson City 22,763

Capital: Nashville. *State Commissioner of Education:* BURGIN E. DOSSETT
NEA State Director: WILSON NEW, prin., Stair Technical Highschool, Knoxville

Tennessee Education Association
 601-2 Cotton States Building, Nashville

Organized: July 21, 1865, Knoxville

Annual Meeting of Representative Assembly: Fri. and Sat. after first Mon. in Jan.

District Organization: The state is divided into ten districts, each represented by a member on the Administrative Council.

President 1945: W. O. INMAN, superintendent of schools, Paris

Executive and Field Secretary-Treasurer: F. E. BASS [since July 1943]

Official Organ: The Tennessee Teacher. *Editor-in-Chief:* F. E. BASS

Status of Teachers, Principals, Supervisors: Number 1944-45: 19,500. Average salary 1942-43: \$963. Minimum salary law since 1925; present minimum \$672 to \$1192 depending on certificate, for elementary schools only. Statewide tenure law since 1943. Joint-contributory statewide teacher retirement law since 1945.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
TFA	18104	18012	17368	17008	17473					
NEA	2222	2620	2199	6319	8253	8457	10595	12733	14871	17008

1944: *Affiliates* 16; *FTA Chapters* 5; *FTA Members* 122; *NEA Life Members* 50

1945: *Affiliates* 16; *FTA Chapters* 6; *FTA Members* 177; *NEA Life Members* 52

100% *Honor Roll* 1944: *Counties* 10; *Cities* 4; *Schools* 381; *STC* 1

100% *Honor Roll* 1945: *Counties* 26; *Cities* 13; *Schools* 999; *STC* 1

Five-Year Program: TFA Representative Assembly Jan. 12, 1945, adopted Program in principle and authorized Administrative Council to work out a program of action, looking toward realization of program in Tennessee, and to present for consideration of the Assembly any necessary changes in bylaws.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Memphis:</i> SUE M. POWERS	101	R. LEE THOMAS	108
<i>Nashville:</i> NORMAN FROST	105	J. R. WHITAKER	102
S. L. SMITH	68	FREMONT P. WIRTH	102
MAYCIE SOUTHWALL	43		

TEXAS

Area: 267,339 sq. mi. *Population:* 6,414,824. *Counties:* 254. *Towns 2500 or over:* 196

Largest cities 1940: Houston 384,514; Dallas 294,734; San Antonio 253,854; Fort Worth 177,662; El Paso 96,810; Austin 87,930; Galveston 60,862; Beaumont 59,061; Corpus Christi 57,301; Waco 55,982; Amarillo 51,686

Capital: Austin. *State Superintendent of Public Instruction:* L. A. WOODS

NEA State Dir: MRS. VIRGINIA LEE LINK, music teacher, 519 Los Angeles St., El Paso

Texas State Teachers Association

410 East Weatherford Street, Fort Worth

Organized: 1880

Annual Meeting of House of Delegates: During Thanksgiving recess, probably, Houston

District Organization: The state is divided into eleven districts, each with three members on the executive committee

President 1944-45: CHARLES M. ROGERS, superintendent of schools, Amarillo

Secretary-Treasurer: B. B. COBB [since Feb. 15, 1935]

Director of Public Relations: CHAS. H. TENNYSON

Official Organ: The Texas Outlook. *Editor and Business Manager:* B. B. COBB. *Associate Editor:* RUTH R. HOLLOWAY

Status of Teachers, Principals, Supervisors: Number 1944-45: 45,500. Average salary 1942-43: \$1224. Joint-contributory statewide teacher retirement law since 1937.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
TSTA	47834	28746	24326	27000	33710	1945	1946	1947	1948	1949
NEA	4406	4376	4330	6214	8516	10371	14528	18685	22842	27000

1944: *Affiliates* 29; *FTA Chapters* 8; *FTA Members* 179; *NEA Life Members* 270

1945: *Affiliates* 38; *FTA Chapters* 10; *FTA Members* 195; *NEA Life Members* 271

100% *Honor Roll* 1944: *Counties* 0; *Cities* 4; *Schools* 112; *STC* 1

100% *Honor Roll* 1945: *Counties* 0; *Cities* 11; *Schools* 186; *STC* 1

Five-Year Program: Adopted by TSTA executive committee.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Dallas:</i> LOUISE HILLYER	93	<i>Galveston:</i> GRETA OPPE	104
MYRTLE ROBERTS	102	<i>San Antonio:</i> MRS. LILA R. MARSHALL	
MRS. BEULAH KEETON WALKER,			71, 140
	43, 45, 85	<i>San Marcos:</i> J. G. FLOWERS	79
<i>Denton:</i> ANNE S. DUGGAN	67		
THOMAS E. PIERCE	87		

UTAH

Area: 84,916 sq. mi. *Population:* 550,310. *Counties:* 29. *Towns 2500 or over:* 25
Largest cities 1940: Salt Lake City 149,934; Ogden 43,688; Provo 18,071
Capital: Salt Lake City. *State Supt of Public Instruction:* E. ALLEN BATEMAN
NEA State Director: JOHN T. WAHLQUIST, dean, School of Education, University of Utah, Salt Lake City

Utah Education Association 316 Beneficial Life Building, Salt Lake City

Organized: 1892-93

Annual Meeting: Second week October, Salt Lake City

District Meetings: 40 school districts

President 1944-45: J. C. MOFFITT, superintendent of schools, Provo

Acting Secretary-Treasurer: RULON H. MANNING [since Nov. 9, 1942]

Field Secretary: RULON H. MANNING

Research Director: ALLAN M. WEST

Official Organ: The Utah Educational Review. *Editor and Bus. Mgr.:* ALLAN M. WEST

Status of Teachers, Principals, Supervisors: Number 1944-45: 4600. Average salary 1942-43: \$1680. Minimum salary law since 1943; minimum beginning 1945-46, \$940. No state tenure law, but in practically all districts tenure is implied by satisfactory work. Joint-contributory statewide teacher retirement law since 1937.

	Membership as of May 31:					Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
UEA	4957	4983	4709	4831	4802					
NEA	3330	3390	3563	4112	4411	4256	4400	4544	4688	4831

1944: Affiliates 12; FTA Chapters 2; FTA Members 17; NEA Life Members 35

1945: Affiliates 13; FTA Chapters 2; FTA Members 26; NEA Life Members 40

100% Honor Roll 1944: Counties 26 Cities 3; Schools 345; STC 1

100% Honor Roll 1945: Counties 30; Cities 4; Schools 370; STC 1

Five-Year Program: At their spring session, May 5, 1945, the House of Delegates adopted united dues to become effective with each local association when adopted by that association.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>St. George:</i> GLENN E. SNOW	11	N. P. NIELSON	67
<i>Salt Lake City:</i> J. R. MAHONEY	59	J. EASTON PARROTT	45
LESTER J. NIELSON	87	JOSEPH SMITH	100

VERMONT

Area: 9609 sq. mi. *Population:* 359,231. *Counties:* 14. *Towns 2500 or over:* 14
Largest cities 1940: Burlington 27,686; Rutland 17,082; Barre 10,909; Brattleboro
 9622; St. Albans 8037; Bennington 7628; St. Johnsbury 7437; Winooski 6036
Capital: Montpelier. *State Commissioner of Education:* RALPH E. NOBLE
NEA State Director: JOSEPH A. WIGGIN, prin., highschool, Brattleboro

Vermont Education Association Burlington, Vermont

Organized: October 16, 1850.

Annual Meeting of Representative Assembly: Burlington, October

President 1944-45: A. WILFRED STONE, supt of schools, Island Pond

Vicepresident 1944-45: JEROME O. BULLIS, supt of schools, Townsend

Secretary: CATHERINE E. PHELAN, Lyndon Center [parttime since October 1944]

Treasurer 1944-45: MARTIN E. DANIELS, Lyndonville

Official Organ: Vermont School Journal. *Editor-in-Chief:* A. WILFRED STONE, supt of schools, Island Pond. *Asst Editor-in-Chief:* JENNIE SMITH DONALDSON, state helping teacher, East Burke. *Bus. Mgr:* JOSEPH A. WIGGIN, prin., highschool, Brattleboro.

Advertising Mgr: ERMO H. SCOTT, principal, Castleton

Status of Teachers, Principals, Supervisors: Number 1944-45: 2570. Average salary 1942-43: \$1045. Average salary of teachers 1944-45, as reported by state association, \$1311. Minimum salary law since 1915; minimum \$1000, beginning 1945-46. Joint-contributory statewide teacher retirement law since 1919.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
VEA	3025	3025	2223	2550	2674					
NEA	544	553	535	624	1041	1009	1394	1779	2164	2550

1944: *Affiliates* 11; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 38

1945: *Affiliates* 9; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 35

100% *Honor Roll 1944: Counties* 0; *Cities* 1, *Schools* 26; *STC* 1

100% *Honor Roll 1945: Counties* 0; *Cities* 4; *Schools* 64; *STC* 1

Five-Year Program: The executive committee of the VEA has approved in principle the Five-Year Program and has accepted its quota for 1944-45.

VIRGINIA

Area: 40,815 sq. mi. *Population:* 2,677,773. *Counties:* 100. *Towns 2500 or over:* 53
Largest cities 1940: Richmond 193,042; Norfolk 144,332; Roanoke 69,287; Portsmouth 50,745; Lynchburg 44,541; Newport News 37,067; Alexandria 33,523

Capital: Richmond. *State Supt. of Public Instruction:* DABNEY S. LANCASTER
NEA State Director: MRS. ELEANOR P. ROWLETT, 4828 W. Seminary Ave., Richmond
Virginia Education Association, 401 North Ninth Street, Richmond 19

Organized: December 29, 1863, Petersburg. Revived July 1891. August 1898, Co-operative Teachers League. 1905, Virginia Teachers Association

Annual Meeting, Delegate Assembly: November, Richmond

District Organization: The state is divided into 13 districts, each represented by a member on the Board of Directors

President 1944-45: G. TYLER MILLER, supt, Rappahannock Co., Front Royal

Executive Secretary: FRANCIS S. CHASE [since August 15, 1939]

Field Secretary: ANNA V. BRITT

Treasurer 1944-45: J. IRVING BROOKS, principal, highschool, Highland Springs

Official Organ: Virginia Journal of Education. *Editor:* FRANCIS S. CHASE

Status of Teachers, Principals, Supervisors: Number 1944-45: 18,000. Average salary 1942-43: \$1151. Special session in 1945 passed a law authorizing continuing contracts; statewide minimum salary standards have not yet been adopted but action is expected in 1946. Joint-contributory statewide teacher retirement law since 1942.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
VEA	14180	14396	14116	14398	14374	1945	1946	1947	1948	1949
NEA	3821	4837	5229	7345	8802	8756	10167	11578	12989	14398

1944: *Affiliates* 64; *FTA Chapters* 3; *FTA Members* 93; *NEA Life Members* 91

1945: *Affiliates* 62; *FTA Chapters* 3; *FTA Members* 172; *NEA Life Members* 95

100% *Honor Roll 1944: Counties* 21; *Cities* 12; *Schools* 653; *STC* 0

100% *Honor Roll 1945: Counties* 31; *Cities* 14; *Schools* 816; *STC* 0

Five-Year Program: "Virginia operating in line with Five-Year Program. Expect full unification in less than five years."—Francis S. Chase, April 5, 1945.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Charlottesville:</i> KARL R. WALLACE . . . 100 <i>Ettrick:</i> WALTER N. RIDLEY 68 <i>Falls Church:</i> LT. ANSON B. BARBER . . 84 <i>Newport News:</i> JOSEPH H. SAUNDERS	<i>Norfolk:</i> LUCY MASON HOLT . . . 53, 101 MRS. EDITH B. JOYNES 11, 14, 51 <i>Richmond:</i> MARSDON A. SHERMAN . . . 84
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WASHINGTON

Area: 68,192 sq. mi. *Population:* 1,736,191. *Counties:* 39. *Towns 2500 or over:* 40.
Largest cities 1940: Seattle 368,302; Spokane 122,001; Tacoma 109,408
Capital: Olympia (Pop. 13,254). *State Supt of Public Instruction:* PEARL A. WANAMAKER

NEA State Dir: GRACE C. CAMPBELL, classroom teacher, 627 E. 9th Ave., Spokane 10

Washington Education Association
 707 Lowman Building, Seattle 4

Organized: April 3, 1899

Annual Meeting, Representative Assembly: Alternates in rotation between fifteen cities, with even year in Seattle; always two days following Thanksgiving

District Meetings: 9 district meetings are held yearly

President 1944-45: ROBERT C. HALL, superintendent of Fife Schools, RFD 2, Box 99, Tacoma

Executive Secretary: JOE A. CHANDLER, Seattle [since July 1, 1940]

Official Organ: Washington Education Journal. *Editor:* ARTHUR L. MARSH

Status of Teachers, Principals, Supervisors: Number 1944-45: 13,000. Average salary 1942-43: \$1989. Minimum salary law since 1937; legal minimum \$1200; minimum under state aid \$1800. Continuing statewide contract law since 1943. Joint-contributory statewide teacher retirement law since 1937.

Membership as of May 31:					Suggested NEA Membership Goals For Unification by 1949				
1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
WEA 10061	10229	10300	11089	11750					
NEA 3757	4226	4345	6532	8775	7443	8354	9265	10176	11089

1944: *Affiliates* 26; *FTA Chapters* 3; *FTA Members* 53; *NEA Life Members* 106

1945: *Affiliates* 27; *FTA Chapters* 3; *FTA Members* 64; *NEA Life Members* 115

100% *Honor Roll* 1944: *Counties* 1; *Cities* 5; *Schools* 100; *STC* 0

100% *Honor Roll* 1945: *Counties* 2; *Cities* 8; *Schools* 129; *STC* 0

Five-Year Program: WEA representative assembly adopted all-inclusive membership proposal in Dec. 1944 to become effective as adopted by the 86 units of WEA.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Bellingham:</i> W. W. HAGGARD	79	<i>Seattle:</i> EDGAR M. DRAPER	108
<i>Ellensburg:</i> WAYNE S. HERTZ	94	PAULINE JOHNSON	83
<i>Olympia:</i> L. D. BURRUS	52	A. C. PELTON	75
MRS. PEARL A. WANAMAKER	43	JOHN R. RUSHING	70
		ELIDIA A. SALVERSON	85

WEST VIRGINIA

Area: 24,181 sq. mi. *Population:* 1,901,974. *Counties:* 55. *Towns 2500 or over:* 45
Largest cities 1940: Huntington 78,836; Charleston 67,914; Wheeling 61,099; Clarks-
 burg 30,579; Parkersburg 30,103; Fairmont 23,105; Bluefield 20,641
Capital: Charleston. *State Superintendent of Free Schools:* W. W. TRENT
NEA State Director: W. W. TRENT, state supt of free schools, Charleston

West Virginia State Education Association
 2012 Quarrier Street, Charleston 1

Organized: 1863, Fairmont
Annual Meeting, Representative Assembly: Last week in October
President 1944-45: W. E. BUCKEY, prin., Fairmont Highschool, Fairmont
Executive Secretary: PHARES E. REEDER [since January 1, 1944]
Treasurer: J. P. MC HENRY, supt, Ohio County Schools, Wheeling
Official Organ: West Virginia School Journal. *Editor:* J. H. HICKMAN. *Assistant Editor:*
 CLARA LYTLE

Status of Teachers, Principals, Supervisors: Number 1944-45: 15,300. Average salary
 1942-43: \$1279. Minimum salary law since 1882; beginning 1945-46, \$1035 to
 \$1485, depending on certificate. Continuing statewide contract law since 1939.
 Joint-contributory statewide teacher retirement law since 1941.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
WVSEA	13580	14159	12863	13213	13050					
NEA	3148	3360	3075	6229	7253	7626	9023	10420	11817	13213

1944: *Affiliates* 30; *FTA Chapters* 13; *FTA Members* 241; *NEA Life Members* 70
 1945: *Affiliates* 36; *FTA Chapters* 12; *FTA Members* 171; *NEA Life Members* 67

100% *Honor Roll 1944:* *Counties* 0; *Schools* 152; *STC* 0

100% *Honor Roll 1945:* *Counties* 2; *Schools* 151; *STC* 0

Five-Year Program: Delegate assembly adopted Five-Year Program, November 1944.
 —Phares E. Reeder.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Athens:</i> DAVID KIRBY	71	<i>Huntington:</i> GEORGE S. LYON	67
<i>Charleston:</i> M. R. DODD	65	MARY E. TITUS	47, 70, 85
WINIFRED NEWMAN	59	J. D. WILLIAMS	79
MARY L. WILLIAMS	68	<i>Morgantown:</i> R. D. BALDWIN	105
<i>Fairmont:</i> W. E. BUCKEY	98		

WISCONSIN

Area: 56,154 sq. mi. *Population:* 3,137,587. *Counties:* 71. *Towns 2500 or over:* 93
Largest cities 1940: Milwaukee 587,472; Madison 67,447; Racine 67,195; Kenosha 48,765; Green Bay 46,235; La Crosse 42,707; Sheboygan 40,638; Oshkosh 39,089
Capital: Madison. *State Superintendent of Public Instruction:* JOHN CALLAHAN
NEA State Director: GEORGE R. RANKIN, highschool teacher, 1315 South 30th Street, Milwaukee

Wisconsin Education Association
 404 Insurance Building, Madison

Organized: July 12, 1853

Annual Meeting, Representative Assembly: First week of November, Milwaukee

District Organization: 6 members of executive committee elected upon a district basis

President 1945: HARRISON U. WOOD, prin., Franklin Junior Highschool, Racine

Executive Secretary: O. H. PLENZKE [since December 1, 1933]

Research Director: LEROY PETERSON (on leave with U. S. Office of Education), Madison

Treasurer 1945: P. M. VINCENT, superintendent of schools, Stevens Point

Official Organ: Wisconsin Journal of Education. *Editor:* O. H. PLENZKE. *Assistant:* ROSS B. ROWEN.

Status of Teachers, Principals, Supervisors: Number 1944-45: 20,500. Average salary 1942-43: \$1581. Minimum salary law since 1915; present minimum \$1200 in districts other than cities of firstclass, \$1400 in cities of firstclass (Milwaukee). Tenure provided Milwaukee teachers, state teachers colleges, and Milwaukee County. Continuing contract law for other teachers. Joint-contributory statewide teacher retirement law since 1911, outside of Milwaukee where there is a separate system.

Membership as of May 31:					Suggested NEA Membership Goals				
1941	1942	1943	1944	1945	For Unification by 1949				
WEA 21152	21155	20539	20670	21105	1945	1946	1947	1948	1949
NEA 7131	6231	5897	6038	6756	8964	11890	14816	17742	20670

1944: *Affiliates* 39; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 113

1945: *Affiliates* 42; *FTA Chapters* 1; *FTA Members* 31; *NEA Life Members* 117

100% *Honor Roll 1944:* *Counties* 0; *Cities* 20; *Schools* 197; *STC* 3

100% *Honor Roll 1945:* *Counties* 0; *Cities* 33; *Schools* 227; *STC* 7

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Burlington:</i> FRED L. WITTER	10	<i>Milwaukee:</i> ERWIN M. KEITHLEY	84
<i>Madison:</i> EDGAR G. DOUDNA	51	MAUDE STAUDENMAYER	97
MRS. WILLIAM A. HASTINGS	69	<i>Spooner:</i> H. J. ANTHOLZ	61
BURR W. PHILLIPS	102		

WYOMING

Area: 97,914 sq. mi. *Population* 250,742. *Counties:* 23. *Towns 2500 or over:* 12
Largest cities 1940: Cheyenne 22,474; Casper 17,964; Laramie 10,627; Sheridan 10,529; Rock Springs 9827; Rawlins 5531

Capital: Cheyenne. *State Superintendent of Public Instruction:* ESTHER L. ANDERSON
NEA State Director: CLYDE W. KURTZ, supt of schools, District #1, Evanston

Wyoming Education Association Newcastle, Wyoming

Organized: March 21, 1892, Laramie

Annual Meeting: Legislative-business meeting of Delegate Assembly, Nov. 5-6, Casper

District organization: State is divided into five districts

President 1944-45: FRANK R. WATSON, supt of elementary-school district, Worland

Vicepresident 1944-45: PAUL C. FAWLEY, Powell

Secretary-Treasurer: O. C. KERNEY [since August 1938]

Official Organ: Wyoming Education News. *Editor:* O. C. KERNEY, New Castle

District Officers 1944-45:

President: DARYL POTTER, highschool teacher, Casper [*Central District*]

President: R. J. SCHLAHT, supt of elementary school, Gillette [*Northeast District*]

President: R. W. THOMPSON, supt of highschool district, Lander [*Northwest District*]

President: E. E. ENGELMAN, supt of schools, Torrington [*Southeast District*]

President: PAUL RYAN, principal, jr. highschool, Rock Springs [*Southwest District*]

Status of Teachers, Principals, Supervisors: Number 1944-45: 2650. Average salary 1942-43: \$1137. Joint-contributory statewide teacher retirement law since 1944.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
WEA	2206	2386	1768	2126	2178	1945	1946	1947	1948	1949
NEA	660	631	622	906	974	1150	1394	1638	1882	2126

1944: *Affiliates* 3; *FTA Chapters* 1; *FTA Members* 15; *NEA Life Members* 25

1945: *Affiliates* 5; *FTA Chapters* 1; *FTA Members* 28; *NEA Life Members* 26

100% *Honor Roll* 1944: *Counties* 0; *Cities* 6; *Schools* 53; *STC* 0

100% *Honor Roll* 1945: *Counties* 0; *Cities* 10; *Schools* 64; *STC* 0

Five-Year Program: Committee is studying Five-Year Program.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

Diamondville: A. L. BURGOON 70 *Cheyenne:* PAULINE H. DROLLINGER . . 90

DISTRICT OF COLUMBIA

Area: 69 sq. mi. *Population 1940:* 663,091

Superintendent of Schools: ROBERT L. HAYCOCK, Washington 5

NEA State Dir: MRS. MARY S. RESH, prin., Burdick Vocational HS, 13th and Allison

Education Association of the District of Columbia, Franklin Admin. Bldg.

Organized: December 1, 1849, Washington

President 1945-47: LAWSON J. CANTRELL, asst supt in charge of Jr Highschools

Secretary 1945-47: CATHERINE BISHOP, teacher of business subjects, Hine Junior HS

Official Organ: Journal of EADC. *Editor:* MARGARET R. TAYLOR, Western Highschool

Columbian Educational Association

Organized: Feb. 9, 1921

Annual Meeting for Election of Officers: First week in October each year

President 1944-45: CHARLES S. LOFTON, teacher, Armstrong Highschool

Corres. Secretary 1944-45: MRS. RUTH FRENCH, teacher, Burrville School

Official Organ: CEA Journal. *Editor:* THELMA RAYMOND, teacher, Phillips Elem. Sch.

Status of Teachers, Principals, Supervisors: Number 1944-45: 3350. Average salary 1942-43: \$2558. Statutory salary schedule since 1906, present minimum \$1700.

Joint-contributory local retirement plan.

Membership as of May 31:						Suggested NEA Membership Goals				
	1941	1942	1943	1944	1945	For Unification by 1949				
EADC-CEA	2589	2336	2481	2448	2507	1945	1946	1947	1948	1949
NEA	1734	1743	1754	2050	1960	2130	2210	2290	2370	2448

1944: Affiliates 4; FTA Chapters 3; FTA Members 94; NEA Life Members 106

1945: Affiliates 5; FTA Chapters 4; FTA Members 146; NEA Life Members 117

100% Honor Roll 1944: Schools 42; STC 0; 1945: Schools 38; STC 0

Five-Year Program: On May 12, 1945, EADC adopted by vote of more than three to one amendment to bylaws putting united dues into effect.

NEA and Department Officers and Committee Members

[Numbers refer to pages in this book where positions and addresses are given]

<i>Washington, D. C.:</i> EMERY W. BALDUF	74	VANETT LAWLER	95
LELAND P. BRADFORD	74	DOROTHY NYSWANDER	75
AMBROSE CALIVER	68	ESTELLE PHILLIPS	96
LOIS M. CLARK	105	DAVID SEGEL	81
BESS GOODYKOONTZ	101	M. MARGARET STROH	61
WALTER E. HAGER	79	J. W. STUDEBAKER	43
KENNETH HOLLAND	55	MARGARET R. WALLACE	49
GRAYSON N. KEFAUVER	55	W. HAYES YEAGER	100
MARY G. KELTY	102	GEORGE F. ZOOK	43

HAWAII

Area: 6454 sq. mi. *Population:* 423,330. The Hawaiian Islands, known as the cross-roads of the Pacific, are an organized U. S. Territory, annexed by Congress in 1898.

Capital: Honolulu. *Superintendent of Public Instruction:* OREN E. LONG

NEA State Dir: JAMES R. MC DONOUGH, exec. secy, Hawaii Education Assn, Honolulu

Hawaii Education Association, Room 1, Schuman Building, Honolulu

Organized: April 4-5, 1921, Honolulu

Annual Meeting: March 28-29, 1945; Honolulu

President 1945-46: FRANK D. KINNISON. *Executive Secretary:* JAMES R. MC DONOUGH

Official Organ: Hawaii Educational Review. *Editor:* ORRIN W. ROBINSON

Status of Teachers, Principals, Supervisors: Number 1944-45: 3000. Average salary 1942-43: \$1993. Salary law since 1896; statutory schedule; minimum in 1945-46, including bonus, of \$2124 or \$2244 depending on certificate. Teacher tenure law since 1919. Joint-contributory teacher retirement law since 1925.

	Membership as of May 31:					Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
HEA	2492	2540	2647	2700	2827					
NEA	2500	2134	2395	2571	2916	2597	2623	2649	2675	2700

1944: *Affiliates* 6; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 90

1945: *Affiliates* 4; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 90

100% *Honor Roll* 1944: *Counties* 0; *Cities* 0; *Schools* 112; *STC* 0

100% *Honor Roll* 1945: *Counties* 0; *Cities* 0; *Schools* 110; *STC* 0

Five-Year Program: Hawaii sets the pace. The associations on the Island of Hawaii have gone further than any other teachers organization by adopting a regulation to the effect that no teacher may join the local association who does not also join the Territorial Association and the NEA. This step, logically and professionally correct, suggests the direction along which other organizations are moving.—*NEA Journal*, May 1941.

The School Children of Hawaii: A letter dated February 13, 1945, from Edward M. Draper of the University of Washington to George F. Zook, following Dr. Draper's curriculum survey of the Hawaiian schools points out a fact of which every American may be proud: "There is no question in the minds of anyone in the Islands that it was the belief in the ideals of democracy on the part of the school children which saved the Hawaiian Islands for the United States. The Japanese on the Islands outnumbered the white people approximately 25 to 1, and they could have taken over the Islands without any assistance from the Japanese Fleet in a few moments had they decided to do so. The school children were absolutely loyal, and the old folks went with the youngsters and for this reason the Hawaiian Islands were saved for the United States."—*NEA Journal*, May 1945

ALASKA

Alaska, an organized U. S. Territory, occupies the northwestern part of the continent.

It was purchased from Russia in 1867 for \$7,200,000.

Area: 586,400 sq. mi. *Population:* 72,524

Capital: Juneau. *Commissioner of Education:* JAMES C. RYAN

NEA Director: SARA J. FERNALD, Box 557, Sitka

Alaska Education Association: President: WAYNE C. BRUBACHER, supt of schools, Fairbanks; Secretary: LOIS MEIER, Fairbanks

Status of Teachers, Principals, Supervisors: Number 1944-45: 350. Average salary 1942-43: \$1927. Minimum salary law since 1939; present minimum first division: \$2250; third division: \$2475; second and fourth divisions: \$2625.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
AEA	130	130	145	203	255					
NEA	349	342	265	251	295	203	203	203	203	203

1945: *Affiliates* 1; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 12

100% *Honor Roll* 1945: *Cities* 12; *Schools* 36; *STC* 0

PUERTO RICO

Puerto Rico, an island in the Caribbean Sea, is a U. S. possession acquired from Spain in 1899.

Area: 3435 sq. mi. *Population:* 1,869,255

Capital: San Juan. *Commissioner of Education:* JOSÉ M. GALLARDO

NEA Director: JOSÉ JOACQUIN RIVERA, Box 66, Camuy

Puerto Rico Teachers Association: President: LUIS MUNIZ SOUFFRONT, Box 1166, San Juan; Secretary: ERNESTO VALDERAS, Box 486, Rio Piedras

Status of Teachers, Principals, Supervisors: Number 1944-45: 8000. Average salary 1942-43: 881. Statutory salary schedule since 1944; minimum in 1944-45 of \$960 to \$1620, depending on certificate. Teachers tenure law.

Membership as of May 31:						Suggested NEA Membership Goals For Unification by 1949				
	1941	1942	1943	1944	1945	1945	1946	1947	1948	1949
PRTA	5300	5600	5800	6257	6500					
NEA	151	90	107	111	186	1340	2569	3798	5027	6257

1944: *Affiliates* 0; *FTA Chapters* 0; *FTA Members* 0; *NEA Life Members* 18

1945: *Affiliates* 1; *FTA Chapters* 1; *FTA Members* 28; *NEA Life Members* 18

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DEDICATING A SCHOOL

SCHOOL BUILDING has been largely suspended for several years, so that when materials are available, many new buildings will be erected. Dedicating a school offers an exceptional opportunity to interpret the meaning of education to the people of the community and to increase community understanding and pride in their schools.

Programs should be planned so as to arouse the interest of every significant group in the neighborhood. They offer an opportunity to review the history of education in the community and to emphasize the contribution which the schools have made to the cultural, religious, economic, and social life of the community. Such facts as have been given in Section VII of this Handbook will prove useful.

One of the most notable statements ever written on the dedication of a school building is the following by William Henry Scott of Columbus, Ohio:

"Let us now with earnest hearts and exalted faith and hope solemnly consecrate this building to its high and holy purpose. May the youth of this community for generations to come gather in this place to receive instruction in knowledge and training in virtue. May they find here every condition necessary to a true and enlightened education. Especially, may their teachers be examples of excellence in scholarship and character, seekers after goodness and truth, lovers

of children, enthusiasts and adepts in all arts, the development and inspiration of human souls. May these rooms always be pervaded with an invigorating atmosphere of mental and moral life, and may no child pass from these schools to higher grades or to the outer world without having been made more intelligent, more thoughtful, more courageous, more virtuous, and in every way more capable of wise and just, of useful and noble living. To this end, may the blessing of God be upon child and parent, upon pupil and teacher, upon principal and superintendent, and upon everyone whose influence will in any degree affect the work of education as it shall be conducted within these walls."

Here are some of the features which a dedication program may contain:

- Concert by band or orchestra
- Invocation
- Placing of dedicatory plaque
- Introductory remarks
- Brief talks by
 - Superintendent of schools
 - PTA president
 - Representative of civic groups
 - Representative of religious groups
- Musical interlude
- Presentation of building by president, board of education
- Acceptance by principal and pupils
- Address by outstanding educator or layman
- Concluding musical selection

"Let us not desert our profession."

HEADQUARTERS STAFF

1201 16th St., Washington 6, D. C.

Willard E. Givens, Executive Secretary

William G. Carr, Associate Secretary

Karl H. Berns, Assistant Secretary

Directors of Divisions

Accounts	Mary J. Winfree
Administrative Service	S. D. Shankland
Adult Education Service	Leland P. Bradford
Audio-Visual Instructional Service	Vernon G. Dameron
Business	H. A. Allan
Field Service	Charl O. Williams
Legislative and Federal Relations	R. B. Marston
Membership	T. D. Martin
Publications	Joy Elmer Morgan
Office of Public Relations ..	Belmont Farley
Records	W. L. Christian
Research	Frank W. Hubbard
Rural Service	Howard A. Dawson
Secretary's Office	Harriett M. Chase
Travel Service	Paul H. Kinsel

Secretaries of Departments and Commissions Located at NEA Headquarters

Classroom Teachers	Hilda Machling
Deans of Women	Helen H. Griswold
Defense Commission	Donald DuShane
Educational Policies Commission	William G. Carr
Elementary School Principals	Eva G. Pinkston
Health, Physical Education, & Recreation	Ben W. Miller
Higher Education	Ralph McDonald
Rural Education	Howard A. Dawson
Safety Commission	Robert W. Eaves
Secondary-School Principals	Paul E. Elicker
School Administrators	S. D. Shankland
Social Studies	Merrill F. Hartshorn
Supervision & Curriculum Development	Gertrude Hankamp

A TRIBUTE TO TEACHERS

FEW CHILDREN realize how important school is to Victory. The other day a college professor told me this war has demonstrated how much education means to men in battle. Many of our most spectacular triumphs have been won thru initiative and understanding acquired early in life . . . in school. But while education is an asset in war . . . it is *the guardian in peace*. The children of our enemies were steeped in hatred, lies, and the glory of dying . . . not the beauty of living. It's too bad, therefore, that so many of our teachers have left school for jobs they, perhaps, consider more vital to victory. Yet there is no more vital warwork than teaching children. Knowledge prevents war. So let us look with renewed respect on those teachers who are sticking to their profession. In them rests the full responsibility for a growing generation's understanding of our Bill of Rights . . . and of the teachings of Washington, Jefferson, Lincoln, and our other great, great men. To our teachers, then, in whose hands lies some of the work of holding a future peace, may I express an entire nation's very heartfelt thanks.

-DON AMECHE

in radio program, January 7, 1945.

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INTERNATIONAL OFFICE OF EDUCATION

Editorial from New York Times, June 3, 1945

The National Education Association deserves credit for its long and successful fight to achieve United States participation in an International Office of Education . . .

An International Office of Education can be a powerful force in bringing nations of the world to a better knowledge of each others' problems. It can foster study of racial and religious differences and promote the understanding that is the basis of civilized society. Many educators and statesmen feel that this one field, racial and religious intolerance, is the single greatest problem of the postwar years and that an active International Office can do much to end bigotry and intolerance.

To the educators and laymen who have pushed the fight for an International Office the success is more heartening because they believe that the future peace of the world depends upon education. Educational administrators and teachers' groups have been in the vanguard to overcome traditional isolationism and senseless nationalistic jingoism. The fact is evident that the United States must and will take an active and influential part in world affairs. It is only common sense that we learn all that is possible about our neighbor nations of the world's family, and that in turn they learn about us. Under proper and judicial direction, an International Office of Education will not be a propagandist agency. It has an excellent opportunity to realize its published aim: to promote educational and cultural relations throughout the world.

